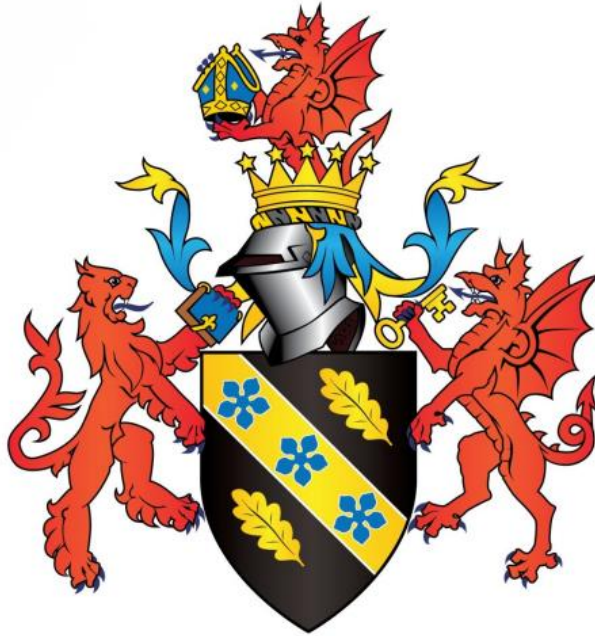


RAL Module Submission

Matthew Stewart



Contents

1.0 Annotated Curriculum Vitae	3
1.1 Annotated Curriculum Vitae (Personal).....	3
1.1 Annotated Curriculum Vitae (Cadet Forces)	32
2.0 Annotated Job descriptions.....	35
2.1 Job Description One – FE College Lecturer	35
2.2 Job Description Two – Education and Training Coordinator	44
2.3 Job Description Three – FE College Lecturer	52
2.4 Job Description Four – Construction Programme Manager / Tutor Assessor	59
2.5 Job Description Five – RAFAC Squadron Commander	66
2.6 Job Description Six – RAFAC Sector Commander	71
2.7 Job Description Seven – RAFAC Wing Deputy Training Officer.....	76
2.8 Job Description Eight – RAFAC Wing Warrant Officer	81
3.0 Learning Areas.....	87
3.1 Learning Area 1	87
3.2 Learning Area 2	88
3.3 Learning Area 3	89
5.0 Summary of Supporting Evidence	90
5.1 Learning Area 1: My Self-development as a Coach. Learning Theme: Coaching & Mentoring.....	90
Introduction.....	90
5.2 Learning Area 2: Managing Events and Courses that enable learning. Learning Theme: Education & Training.....	91
Introduction.....	91
5.3 Learning Area 3: Leadership and Management. Learning Theme: Leading and Managing Teams Effectively	94
Introduction.....	94
6.0 Personal Reflections on activities and individual performance to improve practice.....	98
Reflection 1 – Academic Studies at Masters Level – MSc Project Management – University of Lincoln.....	98
Reflection 2 – FE In Industry Placement	100

Reflection 3 – Professional Competency Maintenance.....	100
Reflection 4 – Ongoing Teacher Training - ATS	101
7.0 References	103
Appendix 1 Curriculum Vitae - Matthew Stewart.....	107
Appendix 2 Curriculum Vitae - Flt Lt Matthew Stewart RAFAC	107
Appendix 3 CV & JD Annotation & Learning Areas	107
Appendix 4 Learning Area 1 - Coaching & Mentoring - Mind Map	107
Appendix 5 Learning Area 2 - Education & Training - Mind Map	107
Appendix 6 Learning Area 3 - Leadership & Management - Mind Map.....	107
Appendix 7 Summary of LA Titles and LO's	107
Appendix 8 CPD Record - 2021-2023	107
Appendix 9 CPD Log - 2023-24	107
Appendix 10 Professional Witness Testimonies	108

1.0 Annotated Curriculum Vitae

1.1 Annotated Curriculum Vitae (Personal)

Note: Throughout this assignment, where applicable within my Curriculum Vitae and Job Descriptions, I will highlight the Learning Areas, the Learning Outcomes, the Learning Plan, and the Learning Evidence that fit as a way to signpost to these areas, which are denoted using different colours.

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Career Objective

Aspiring to further my Knowledge, Skills, Attributes and Professional Experience.

Profile

A highly motivated and effective individual with an extensive background in a variety of teaching, coaching, mentoring and management roles. I have worked in the civil engineering and construction industry, in logistics and transport and within the education sector. People focussed, task orientated, and relationship driven.

An exceptionally competent and versatile individual demonstrating proven coaching, mentoring and leadership skills, using a common sense and methodical approach to problem solving within a challenging environment.

A creative motivator who encourages communication, teamwork, rapport and inspires peer collaboration.

Areas of Expertise

Coaching	Mentoring	Teaching
Management	Leading	Problem Solving
People Development	Planning	Professional Development

Education and Professional Development

MSc	Project Management (2022).
MBA	Business Administration Management (2023).
MA	Professional Studies (Jun 2024 Expected).
BEng (Hons)	Engineering Management (Jun 2025 Expected).
CMI Level 7 Certificate	Strategic Management & Leadership (2011).
BTEC Level 5 Professional Diploma	Management Studies (2005).
CMI & ILM Level 5 Diploma	Management & Leadership.
University Diploma	Mentoring in Education (2010).
University Certificate	Education (Post Compulsory Education) (2009).
ILM Level 5 Certificate	Coaching / Mentoring in Management (2013).
BTEC Higher National Diploma	Civil Engineering (2017).
BTEC Higher National Certificate	Civil Engineering (2016).
BTEC L3 National Diploma	Civil Engineering (2014).
Level 4 Certificate	Leading the IQA of Assessment (2019).
Level 3 Award	Assessing Vocational Competence (2012).
ILM Level 3 Certificate	Professional Workplace Coaches.
GCE 'O' Levels	English, Maths, History, Geography, Physics, CDT.
IT Certificate Level 2	ECDL Advanced & BCS Information Technology User.
Chartered Member	Chartered Management Institute.
Graduate Member	City & Guilds London Institute.
Fellow	Institute of Administrative Management.
Member	Institute of Leadership and Management.
Fellow	Society for Education and Training.
QTLS	Qualified Teacher Learning & Skills Status (2010).

Career Summary

THE GUERNSEY INSTITUTE COLLEGE – FE/HE Provider Oct 2022 – Present

Introduction

As a lecturer at The Guernsey Institute College, I deliver four course types from level two, three, and four covering two awarding bodies, The Business and Technology Education Council (BTEC) and the Chartered Institute of Building (CIOB). I lecture fifty-eight learners both apprentices and non-apprentices.

Curriculum Leader / Lecturer Civil Engineering & Construction Oct 2022 – Present

- Formal scheduled teaching duties - teaching; tutorials; workplace supervision

I plan and design appropriate training programmes, and develop schemes of work, lesson plans for the different Apprenticeship Standards and Academic Courses offered. I deliver high quality, engaging training to encourage learners to attend, stay on programme and achieve, I prepare learners to successfully undertake assignments or sit tests / exams to maintain success rates and monitor and track learners' progress, including through reviews to ensure high achievement rates. I mark, and assess learners' work, provide structured feedback, and set development objectives for learners.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

- Coaching / Mentoring Students and Apprentices

I mentor and coach students and apprentices and provide information, advice, and guidance on progression opportunities for their academic studies and future careers.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable learners to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Internal Verification and student assessment

I act as the Lead Internal Quality Assurer for Higher Education and the Internal Quality Assurer for Further Education within the College, and liaise with Awarding Body External Quality Assurers and Standard Verifiers prior to and during their visits. I oversee Standardisation Activities, and conduct meetings with assessors to feedback on their performance. I create curriculum and course assessment plans, and IQA student / course tracking matrices. I mark, and assess learners' work, provide structured feedback, and set development objectives for learners.

Learning Area 2 – Education and Training. The learning Outcome – Ensuring course validation is quality controlled: Validation / Verification / Quality Assurance. The Learning – Critical appraisal of current Internal and External Quality Assurance Process practiced. Learning Evidence – training courses, internal standardisation exercises, professional testimonies, personal reflection journal entries, workshops, work based learning, shadowing and scholarly reading.

- Management of learning programmes and curriculum development

I oversee and manage the FE and HE curriculum provision for the Construction and the Built Environment (CBE) Programme Area. Achieved through effective planning and design of appropriate training programmes, and continuous development of schemes of work, lesson plans for the different Apprenticeship Standards and Academic Courses offered. Within the CBE Programme Area, I oversee and participate in the delivery of high quality, engaging teaching, learning and assessment to encourage learners to attend, stay on programme and achieve.

Learning Area 2 – Delivering Events and Courses that enable learning. The learning Outcome – Coordination and Control of Courses / Teachers. The Learning – Leading Teams in Practice. Managing Conflict in Practice. Learning Evidence – training courses, professional testimonials, peer testimonials, work produced evidence, personal reflection journal entries, work based learning and shadowing.

- Student admissions, pastoral counselling, educational guidance and counselling

As the curriculum leader for the CBE programme area, I coordinate student admissions with the enrolment team; I offer personal tutorials and signpost students to additional support services provided by the college if required. I provide information, advice, and guidance on progression opportunities for their academic studies and future careers.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Mentoring Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable learners to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Preparation of learning materials and student assignments, marking of students work

I plan and design appropriate training programmes, and develop schemes of work, lesson plans for the different Apprenticeship Standards and Academic Courses offered. I deliver high quality, engaging training to encourage learners to attend, stay on programme and achieve, I prepare learners to successfully undertake assignments or sit tests / exams to maintain success rates and monitor and track learners' progress, including through reviews to ensure high achievement rates. I mark, and assess learners' work, provide structured feedback, and set development objectives for learners.

Learning Area 2 – Delivering Events and Courses that enable learning. The learning Outcome – Coordination and Control of Courses / Teachers. The Learning – Leading Teams in Practice. Managing Conflict in Practice. Learning Evidence – training courses, professional testimonials, peer testimonials, work produced evidence, personal reflection journal entries, work based learning and shadowing.

- Research, other forms of scholarly activity, and personal professional development

I actively conduct ongoing research in my professional area as part of my continuous personal and professional development (CPPD); I immerse myself in industry to keep up to date with current practices. I have undertaken studies at Masters Level in Project Management and Business Administration, and am currently engaged in Advanced Teacher Training with the Society for Education for Training.

CVQO – Charitable Education Organisation 2022 – Present

Education and Training Coordinator Apr 2022 – Present

Introduction

As the Education and Training Coordinator, I manage the design, delivery, assessments and validation of the BTEC and the City & Guilds Level 3 Award in Education and Training course, which is delivered via blended learning using Moodle as a VLE. The number of learner and cohorts vary as the delivery is on a cohort loading model, currently there are 14 cohorts with 74 learners on programme. I also manage the quality of the programme, the tutors and the assessors, and provide liaison with learners to ensure the efficient delivery of the qualification.

Main Duties:

- Support the Education and Training Curriculum Manager in providing a customer focussed approach for the successful delivery and assessment of the Level 3 Award in Education and Training.

In this role, I work closely with the Education and Training Curriculum Manager to ensure that all aspects of the Level 3 Award in Education and Training are delivered to a high standard. This includes coordinating with various stakeholders to address their needs and concerns, thereby enhancing the overall customer experience. I am also be involved in the assessment process, ensuring that it meets the required standards and aligns with the curriculum's objectives.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Oversee the booking process and registration for every Education and Training course as directed by the Curriculum Manager.

I manage the logistics of the course booking process, ensuring that all participants are registered efficiently and correctly. This responsibility involves maintaining accurate records, confirming bookings, and communicating with participants to provide them with the necessary information. My role is crucial in ensuring that each course runs smoothly from an administrative standpoint.

- Oversee the tutor standardisation, registration and enrolment process for every BTEC Education and Training Course as directed by the Curriculum Manager.

As part of my duties, I ensure that all tutors involved in the delivery of the BTEC Education and Training courses meet the required standards. This includes overseeing their registration and enrolment, as well as facilitating standardisation activities to maintain consistency in teaching and assessment practices across the board. My involvement ensures that all courses are delivered by qualified professionals who adhere to CVQO's high standards.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries.

- Support the team of Education and Training tutors.

I play a supportive role for the Education and Training tutors, providing them with the resources and guidance they need to deliver courses effectively. This may involve coordinating training sessions, offering feedback, and assisting with any issues that arise. My support helps create a positive and productive environment for the tutors, which in turn enhances the learning experience for students.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable teachers /lecturers to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Support the work of the assessor team and allocate assessors to new groups.

I collaborate with the assessor team to ensure that assessments are conducted fairly and consistently. I am responsible for assigning assessors to new groups, ensuring that each group has access to the necessary expertise, vital in maintaining the integrity and quality of the assessment process.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable assessors to improve their level of performance. Learning Evidence – training

courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Contribute to the preparation for Awarding Body quality assurance visits.

I assist in the preparation for visits from Awarding Bodies, ensuring that all necessary documentation and processes are in place. This involves coordinating with various departments to gather the required information and presenting it in a manner that meets the standards set by the Awarding Body, essential in demonstrating the quality and compliance of CVQO's educational offerings.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries.

- If appropriate, support those groups undertaking a CVQO Education and Training qualification.

I provide support to groups pursuing a CVQO Education and Training qualification, offering guidance and assistance as needed. This may involve answering queries, resolving issues, and ensuring that all participants have the resources they need to succeed.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable learners to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- If required, deliver central Level 3 Award in Education and Training courses for CVQO staff or those unable to link with other external groups.

In instances where there is a need, I step in to deliver Level 3 Award in Education and Training courses directly, for CVQO staff or external participants who are unable to join other groups, this ensures that all interested parties have access to the training they need, regardless of their circumstances.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to

improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

- If required, and as directed by the Head of Curriculum, assist the Curriculum Manager with the development of the Level 4 Certificate in Education.

I provide assistance in the development of the Level 4 Certificate in Education, working under the guidance of the Curriculum Manager and the Head of Curriculum. This involves researching best practices, drafting course materials, and helping to design the curriculum, which contributes to the creation of a robust and effective educational program.

Learning Area 2 – Delivering Events and Courses that enable learning. The Learning Outcome – Implementing Course Design & Review. The Learning – Plan, identify and implement appropriate continuous improvement review cycle in order to improve teaching, learning and assessment, leading to course improvement. Learning Evidence – training courses, professional testimonials, work produced evidence, personal reflection journal entries, professional discussions, and scholarly reading.

- To attend training, meetings and networking events as and when required.

I actively participate in training sessions, meetings, and networking events to stay informed about industry trends and developments. This participation enhances my own professional growth, and allows me to bring back valuable insights to the team, improving the overall quality of CVQO's offerings.

- To work towards the core values set for the whole organisation.

In my role, I embody and promote the core values of CVQO, including demonstrating a commitment to excellence, integrity, and collaboration in all my activities, upholding these values; I contribute to the positive culture and reputation of the organisation.

- To promote CVQO in a positive manner including Equality and Diversity, Safeguarding, Prevent and British Values.

I act as an ambassador for CVQO, promoting its commitment to equality, diversity, and inclusion. This includes adhering to and advocating for safeguarding policies, the Prevent strategy, and British Values in all my interactions, in promoting these principles I help to ensure a safe, inclusive, and respectful environment for all.

- To maintain the quality standards set by CVQO.

I am responsible for ensuring that all aspects of my work meet the high-quality standards established by CVQO, including adhering to established procedures, continuously improving processes, and striving for excellence in every task. My commitment to quality helps maintain the organisation's reputation for delivering quality educational programs.

- To be aware of CVQO's policies and ensure they are not contravened (for example, Safeguarding, Health and Safety, IT).

In this role, I stay informed about CVQO's policies, particularly those related to safeguarding, health and safety, and IT, as it is my responsibility to ensure that your actions and decisions are in compliance with these policies. In doing so, I help protect the well-being of students, staff, and the organisation as a whole.

- To have the ability to use CVQO's IT systems specific to the job role, including HR Toolkit.

I have to maintain my proficiency in CVQO's IT systems, including the HR Toolkit, as this is essential for my role. I need to efficiently navigate these systems to perform my duties, whether it involves managing course registrations, accessing student records, or coordinating with staff, using these tools effectively will ensure that administrative processes run smoothly and efficiently.

LINCOLN COLLEGE GROUP – FE/HE Provider 2017 – 2019 and 2020 – Present

Lecturer Civil Engineering & Construction Aug 2017 – Jul 2019 and Sep 2020 – May 2022

Introduction

As a lecturer at The Lincoln College Group – Lincoln Campus, I delivered six course types from level three, and four. Namely the Level 3 Diploma in Construction and the Built Environment, the Level 3 Extended Diploma in Construction and the Built Environment, the Level 4 Higher National Certificate in Construction, the Level 4 Higher National Certificate in Civil Engineering, the Level 5 Higher National Diploma in Construction, and the Level 5 Higher National Diploma in Civil Engineering, covering one awarding body; The Business and Technology Education Council (BTEC). I lectured between 75 and 90 learners both apprentices and non-apprentices.

- Formal scheduled teaching duties - teaching; tutorials; workplace supervision

I planned and designed appropriate training programmes, and developed schemes of work, lesson plans for the different Apprenticeship Standards and Academic Courses offered. I delivered high quality, engaging training to encourage learners to attend, stay on programme and achieve, I prepared learners to successfully undertake assignments or sit tests / exams to maintain success rates and monitor and track learners' progress, including through reviews to ensure high achievement rates. I marked, and assessed learners' work, provide structured feedback, and set development objectives for learners.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

- Coaching / Mentoring Students and Apprentices

I mentored and coached students and apprentices and provide information, advice, and guidance on progression opportunities for their academic studies and future careers.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that

enable learners to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Internal Verification and student assessment

I acted as the IQA for FE within the College, and liaise with Awarding Body EQA prior to and during their visits. I participated in Standardisation Activities, and meetings with assessors to share feedback on performance. I created course assessment plans, and IQA student / course tracking matrices. I marked, and assessed learners' work, provided structured feedback, and set development objectives for learners.

Learning Area 2 – Education and Training. The learning Outcome – Ensuring course validation is quality controlled: Validation / Verification / Quality Assurance. The Learning – Critical appraisal of current Internal and External Quality Assurance Process practiced. Learning Evidence – training courses, internal standardisation exercises, professional testimonies, personal reflection journal entries, workshops, work based learning, shadowing and scholarly reading.

- Management of learning programmes and curriculum development

I oversaw and assisted in the management of the FE and HE course curriculum provision for the Construction and the Built Environment (CBE) Programme Area. Achieved through effective planning and design of appropriate training programmes, and continuous development of schemes of work, lesson plans for the different Apprenticeship Standards and Academic Courses offered. Within the CBE Programme Area, I oversaw and participated in the delivery of high quality, engaging teaching, learning and assessment to encourage learners to attend, stay on programme and achieve.

Learning Area 2 – Delivering Events and Courses that enable learning. The learning Outcome – Coordination and Control of Courses / Teachers. The Learning – Leading Teams in Practice. Managing Conflict in Practice. Learning Evidence – training courses, professional testimonials, peer testimonials, work produced evidence, personal reflection journal entries, work based learning and shadowing.

- Student admissions, pastoral counselling, educational guidance and counselling

As a curriculum lecturer in the CBE programme area, I coordinated student admissions with the enrolment team; I offered personal tutorials and signposted students to additional support

services provided by the college if required. I provided information, advice, and guidance on progression opportunities for their academic studies and future careers.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable learners to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Preparation of learning materials and student assignments, marking of students work

I planned and designed appropriate training programmes, and developed schemes of work, lesson plans for the different Apprenticeship Standards and Academic Courses offered. I delivered high quality, engaging training to encourage learners to attend, stay on programme and achieve, I prepared learners to successfully undertake assignments or sit tests / exams to maintain success rates and monitor and track learners' progress, including through reviews to ensure high achievement rates. I marked, and assessed learners' work, provided structured feedback, and set development objectives for learners.

Learning Area 2 – Delivering Events and Courses that enable learning. The learning Outcome – Coordination and Control of Courses / Teachers. The Learning – Leading Teams in Practice. Managing Conflict in Practice. Learning Evidence – training courses, professional testimonials, peer testimonials, work produced evidence, personal reflection journal entries, work based learning and shadowing.

- Research, other forms of scholarly activity, and personal professional development

I actively conducted ongoing research in my professional area as part of my continuous personal and professional development (CPPD); I immersed myself in industry to keep up to date with current practices. I studied at Masters Level in Project Management and developed my teacher training with the Society for Education for Training.

LINCOLN COLLEGE GROUP – FE/HE Provider2017 – PresentVocational Assessor Civil EngineeringAug 2017 – PresentIntroduction

As a Vocational Assessor at The Lincoln College Group – Lincoln Campus, I assess the vocational competence of L3 Advanced Apprentices and L4 Higher Apprentices. The Apprenticeships are in Construction and in Civil Engineering. The End Point Assessment Organisation is the Institute of Civil Engineers. I vocationally assess between 30 and 40 apprentices.

- Deliver L3 & L4 practical training to cohorts of Construction / Engineering Apprentices

I am responsible for delivering high-quality training sessions tailored to the specific needs of students and apprentices in the construction technical and professional management programmes, including not only the planning and delivery of training but also conducting thorough on-site work-based assessments and reviews. These assessments must adhere to both the college's internal procedures and the standards set by the awarding bodies, to ensure that students are meeting the required competencies and that their progress is accurately monitored and documented.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

- Mentor and Coach Learners. Provide Information, Advice and Guidance on progression opportunities

I act as a mentor and coach to learners, offering personalised support to help them navigate their educational and career paths, my mentoring involves not only academic guidance but also motivational support to encourage learners to overcome challenges and reach their full potential. Providing comprehensive Information, Advice, and Guidance (IAG) on progression opportunities, such as further education, training, or career options, helps learners make informed decisions about their future.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable learners to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Plan & design appropriate training programmes - development of schemes of work, lesson plans etc.

I am responsible for the meticulous planning and design of training programmes that meet the educational needs and goals of my learners, this includes developing detailed schemes of work, lesson plans, and instructional materials that align with curriculum standards and learning objectives. The planning process considers the varying abilities and learning styles of students, ensuring that each programme is accessible, engaging, and effective.

Learning Area 2 – Delivering Events and Courses that enable learning. The Learning Outcome – Implementing Course Design & Review. The Learning – Plan, identify and implement appropriate continuous improvement review cycle in order to improve teaching, learning and assessment, leading to course improvement. Learning Evidence – training courses, professional testimonials, work produced evidence, personal reflection journal entries, professional discussions, and scholarly reading.

- Deliver high quality, engaging training to encourage learners to attend, stay on programme and achieve

I deliver training that is not only of high quality but also engaging and motivating for learners, effective delivery means using a variety of teaching methods and interactive techniques to capture students' interest and encourage active participation. Creating a positive and dynamic learning environment, ensures that learners are motivated to attend regularly, remain committed to their studies, and achieve their qualifications, this directly impacts retention and success rates.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

- Prepare learners to successfully undertake assignments or sit tests / exams to maintain success rates

I play a critical role in preparing learners for the assessments that determine their academic success, this preparation involves not only teaching the necessary content but also equipping students with strategies for effective study, time management, and exam techniques. Providing targeted support and resources, learners feel confident and ready to tackle assignments, tests, or exams. Maintaining high success rates depends on my ability to ensure that students are thoroughly prepared and capable of demonstrating their knowledge and skills under assessment conditions.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable learners to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Monitor and track learners' progress, including through reviews to ensure high achievement rates

Continuous monitoring and tracking of learner progress is essential to ensuring that students are on track to meet their educational goals, including conducting regular reviews and assessments to evaluate each learner's development and identifying areas where additional support may be needed. Keeping detailed records of progress, allows me to intervene early if a student is struggling and implement strategies to help them improve.

- Mark / assess learners' work, provide structured feedback and set development objectives for learners

I assess learners' work with accuracy and consistency, ensuring that my evaluations align with the standards set by the awarding bodies, I provide structured feedback that highlights strengths, identifies areas for improvement, and offers clear, actionable steps for development. Setting development objectives is an integral part of this process, as it helps learners understand their progress and what they need to focus on next.

Learning Area 2 – Delivering Events and Courses that enable learning. The learning Outcome – Coordination and Control of Courses / Teachers. The Learning – Leading Teams in Practice. Managing Conflict in Practice. Learning Evidence – training courses, professional testimonials, peer testimonials, work produced evidence, personal reflection journal entries, work based learning and shadowing.

- Moderate course work / liaise with external moderators to ensure awarding body standards are met

I moderate coursework to ensure that it meets the required standards set by the awarding bodies, this process involves reviewing assessments to ensure consistency and fairness in grading. I also liaise with external moderators, providing them with the necessary documentation and evidence to verify that your assessments are in line with national standards, this ensures the integrity and credibility of the qualifications my learners achieve, reinforcing the high standards expected by the awarding bodies.

- Evaluate training and implement appropriate improvement actions

Continuous improvement is key to maintaining the quality of my training programmes. After delivering training, I evaluate its effectiveness through various methods, such as student feedback, assessment results, and observation, post evaluation, I identify areas where improvements can be made and implement the necessary changes to enhance the learning experience, such as updating lesson plans, introducing new teaching methods, or revising assessment strategies.

Learning Area 2 – Delivering Events and Courses that enable learning. The Learning Outcome –Critically Evaluate the Practice of Training Event Delivery and The Training Cycle. The Learning – Critical appraisal of current Internal and External Quality Assurance Process practiced. Learning Evidence – training courses, professional testimonials, work produced evidence, personal reflection journal entries, professional discussions, and scholarly reading.

- Agreeing assessment plans with learners and putting in place individual learning plans

Collaborating with learners to develop assessment plans is an important part of personalising their educational experience, I discuss and agree on the assessment methods, timelines, and objectives that best suit each learner's needs and goals. I create Individual Learning Plans (ILPs) that outline the steps learners need to take to achieve their targets, these plans are tailored to the learner's specific strengths, weaknesses, and aspirations, providing a clear roadmap for their educational journey.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable learners to improve their level of performance. Learning Evidence – training

courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Working with the head of department to maximise success rates within set timescales

Collaboration with the Head of Department is essential in driving the overall success of my training programmes, working together to identify strategies for maximising learner success rates, such as improving teaching methods, enhancing student support services, or streamlining administrative processes. This partnership involves regular communication and planning to ensure that all efforts are aligned with the department's goals and that success is achieved within the set timescales.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Liaising with employers to ensure a smooth training process

Maintaining strong relationships with employers is crucial for the success of my training programmes, particularly those that involve apprenticeships or work placements, I liaise with employers to coordinate the training process, ensuring that it aligns with the practical needs of the workplace while meeting educational standards. This involves regular communication to discuss learner progress, address any concerns, and ensure that both the employer's and the learner's expectations are met.

LEARNING SKILLS PARTNERSHIP – Independent Learning Provider 2019 – 2020

Construction Programme Manager - Civil Engineering & Construction Jul 2019 – Sep 2020

Introduction

As a Construction Programme Manager for an Independent Learning Provider, I managed the day-to-day operational delivery of the construction programme, which was delivered nationally across the UK, using regional tutors visiting host client organisations in their workplaces.

I also had the role and responsibility of being a Vocational Assessor at the same Independent Learning Provider. I assessed the vocational competence of L2 Intermediate Apprentices and L3 Advanced Apprentices. The Apprenticeships were in Construction. I vocationally assessed between 60 and 80 apprentices.

- The daily operational management of apprenticeship programmes in construction & civil engineering

In this role, I oversee the day-to-day operations of apprenticeship programmes within the construction and civil engineering sectors, this involves coordinating the various components of the apprenticeship process, from enrolment to completion, ensuring that all aspects run smoothly and efficiently. I am responsible for managing schedules, resources, and personnel to ensure that the programmes meet the needs of both the learners and the industry.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Working closely with partner employers and training organisations

I cultivate strong, collaborative relationships with partner employers and training organisations, these partnerships are essential in aligning the apprenticeship programmes with industry standards and employer expectations. Working closely with these partners, I ensure that the training provided is relevant, up-to-date, and meets the specific needs of the employers involved. This collaboration also facilitates the smooth integration of apprentices into the workplace, enhancing their practical skills and employability.

- Ensure that the standard of delivery is high with compliance for external bodies such as ESFA, OFSTED and awarding body guidelines

A key responsibility of my role is to maintain and enforce high standards of delivery across all apprenticeship programmes, this includes ensuring that the training provided meets the rigorous requirements set by external bodies such as the Education and Skills Funding Agency (ESFA), OFSTED, and relevant awarding bodies. I am responsible for monitoring compliance with these guidelines, implementing necessary adjustments, and preparing for inspections or audits.

Learning Area 2 – Education and Training. The learning Outcome – Ensuring course validation is quality controlled: Validation / Verification / Quality Assurance. The Learning – Critical appraisal of current Internal and External Quality Assurance Process practiced. Learning Evidence – training courses, internal standardisation exercises, professional testimonies, personal reflection journal entries, workshops, work based learning, shadowing and scholarly reading.

- Management of delivery staff to ensure a high-quality learning experience is delivered to all learners

I lead and manage the team of delivery staff, which includes trainers and assessors, to ensure that all learners receive a consistently high-quality educational experience, this involves overseeing the performance of your staff, providing guidance, support, and professional development opportunities to help them excel in their roles. Fostering a culture of excellence and continuous improvement, ensures that the delivery of the apprenticeship programmes is engaging, effective, and aligned with best practices in education and training.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Through the management of the team deliver consistently good or better training and assessment within the curriculum through an effective variety of teaching and learning activities

I am responsible for guiding my team to deliver training and assessment that consistently meets or exceeds quality benchmarks, this entails ensuring that a diverse range of teaching and learning activities are employed, catering to different learning styles and keeping the

curriculum engaging and relevant. Closely managing and supporting my team, fosters an environment where innovative and effective educational practices are standard.

Learning Area 2 – Delivering Events and Courses that enable learning. The learning Outcome – Coordination and Control of Courses / Teachers. The Learning – Leading Teams in Practice. Managing Conflict in Practice. Learning Evidence – training courses, professional testimonials, peer testimonials, work produced evidence, personal reflection journal entries, work based learning and shadowing.

- Management of all key KPI's, including overall and timely achievement rates

Monitoring and managing key performance indicators (KPIs) is a critical part of my role, I track metrics such as overall achievement rates, timely completions, and learner retention, using this data to inform your management decisions. Analysing these KPIs, I can identify trends, address potential issues early, and implement strategies to improve outcomes.

- Co-ordination of other external resources and venues, including the functional skills delivery requirements liaising with the team

Coordinating external resources, such as additional venues or specialised training materials, is an important aspect of ensuring that the apprenticeship programmes run smoothly and effectively, I work closely with my team to manage these resources, ensuring that all logistical aspects, including the delivery of functional skills training, are aligned with the overall curriculum.

- Management of the IQA process

As part of my responsibilities, I oversee the Internal Quality Assurance (IQA) process to ensure that all assessment and verification activities meet the required standard, this involves managing the IQA team, reviewing assessment practices, and ensuring that all qualifications awarded are consistent, fair, and in line with the criteria set by awarding bodies.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Reporting on current programme activity, highlighting key risks and issues, as well as identifying areas of best practice to share with the wider team

I am responsible for providing regular reports on the status of the apprenticeship programmes, offering insights into current activities, potential risks, and areas for improvement, this reporting process involves not only highlighting challenges but also identifying and sharing examples of best practice within the team. Keeping senior management and other stakeholders informed, ensures that any issues can be addressed promptly, and successful strategies can be replicated across the organisation, contributing to the continuous improvement of the programmes.

- Attending meetings within the company and external events as required

My role requires active participation in both internal meetings and external events, attending these meetings allows me to stay informed about organisational developments, contribute to decision-making processes, and share insights related to the apprenticeship programmes. External events, such as industry conferences or networking sessions, provide opportunities to represent the organisation, build professional relationships, and stay updated on industry trends.

- Undertake observations and reviews to monitor trainer/assessor performance and progress

I conduct regular observations and reviews of trainers and assessors to evaluate their performance and progress, this process involves assessing their teaching methods, engagement with learners, and effectiveness in delivering the curriculum. Providing feedback and identifying areas for improvement, ensures that all staff are delivering training and assessments that meet the required standards, these observations are critical in maintaining the quality of the apprenticeship programmes and ensuring that learners receive the best possible education and support.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable colleagues to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Travel to meet client requirements

My role requires me to travel to meet with clients, whether they are partner employers, training organisations, or other stakeholders involved in the apprenticeship programmes, this is essential for building and maintaining strong relationships, addressing any concerns or issues, and ensuring that the training provided aligns with client expectations. Engaging with clients

face-to-face helps to foster trust, clarify objectives, and facilitate effective collaboration, all of which are crucial for the smooth operation and success of the apprenticeship programmes.

- Monitor quality of teaching and learning materials and eAssessor set up and use in line with standardisation/direction

I oversee the quality of teaching and learning materials, as well as the implementation and use of eAssessor tools, ensuring that they meet standardisation requirements and organisational guidelines, this involves regularly reviewing and updating materials to keep them current and relevant, as well as ensuring that digital assessment tools are used effectively and consistently across the programmes.

LINCOLNSHIRE COUNTY COUNCIL – Highways & Transportation 2012 – 2017Highways OfficerApr 2017 – July 2017

- | | |
|---|--|
| <ul style="list-style-type: none"> • Highways Maintenance. • Winter Maintenance. • Highways Inspections. • Highways Act Enforcement. • Traffic Management. | <ul style="list-style-type: none"> • Involvement in District Emergencies may be out of hours. • Minor Highways and Environmental Improvements. • Public Interface on all Highway Services. • Administration and Financial Management of Services. • Contract Monitoring and Inspection. |
|---|--|

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

Assistant Highways OfficerJun 2013 – Mar 2017

- | | |
|---|--|
| <ul style="list-style-type: none"> • Highways Maintenance. • Develop Highway Network. • Highways Act Enforcement. • Traffic Management. • NRSWA Inspections. | <ul style="list-style-type: none"> • Assist in District Emergencies may be out of hours. • Minor Highways and Environmental Improvements. • Improve Traffic Services and Road Safety Operations. • Conduct Road Surveys & Implement Maintenance. • Carry Out Winter Maintenance Operations. |
|---|--|

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

Divisional Assistant

Oct 2012 – May 2013

- Facilitate direct technical and administrative support functions for the Council.
- Proactive involvement and compliance to the Regional Business Plan strategy.
- Effective planning liaison and development control advice in management of available resources.
- Conduct and assess new works traffic management risk assessments and access to the network.

HM FORCES (ARMY) Royal Corps of Transport / The Royal Logistic Corps 1987 – 2012

Logistics Training Manager – Training Dept Logistic Training Organisation 2006 – 2012

- Responsible for the Management of successful delivery of all logistic courses.

Learning Area 2 – Delivering Events and Courses that enable learning. The learning Outcome – Coordination and Control of Courses / Teachers / Resources. The Learning – Leading Teams in Practice. Managing Conflict in Practice. Learning Evidence – training courses, professional testimonials, peer testimonials, work produced evidence, personal reflection journal entries, work based learning and shadowing.

- Overall management supervision of the Administration of Trg Dept within organisational policy and direction.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Responsible to Conduct annual reviews of training and the curriculum and Validate courses.

Learning Area 2 – Education and Training. The learning Outcome – Ensuring course validation is quality controlled: Validation / Verification / Quality Assurance. The Learning – Critical appraisal of current Internal and External Quality Assurance Process practiced. Learning Evidence – training courses, internal standardisation exercises, professional testimonies, personal reflection journal entries, workshops, work based learning, shadowing and scholarly reading.

- Responsible for Conducting Informal / Formal Observations on Instructor Performance, Writing reports.

Learning Area 2 – Education and Training. The learning Outcome – Ensuring course validation is quality controlled: Validation / Verification / Quality Assurance. The Learning – Critical appraisal of current Internal and External Quality Assurance Process practiced. Learning Evidence – training courses, internal standardisation exercises, professional testimonies, personal reflection journal entries, workshops, work based learning, shadowing and scholarly reading.

- Responsible to Advise, Mentor, Coach and Develop and Management the careers of Dept. staff.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable colleagues to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Act as an Invigilating Officer for SQA HAZMAT licence Examinations.

Logistics Department Manager – Logistic Dept Logistic Organisation 2003 – 2006

- Responsible for the Overall Management of all Motor Transport (MT) matters, Planning, Control & Fleet Management

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying

Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Responsible for managing the reporting of all Traffic Accident procedures in accordance with Road transport Regulations.
- To be responsible for all line Management issues affecting staff under direct control.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- To Instruct staff on specialist vehicles as a General Service Conversion Driving Instructor

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

- To provide Mentorship and Coaching to Staff.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable colleagues to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

Logistics Manager – Logistic Dept Equipment Repair Facility

1997 – 2003

- Responsible for the daily Operational Management of the Motor Transport (MT) Dept.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Overall supervision of the Administration of MT Dept within organisational policy and direction.
- Responsible for the Security and daily tasking of Fleet vehicles and Fuel & Petroleum Account.
- Responsible for the Control, issue and use of fuel agency cards for use in the UK and Europe.
- Responsible for reporting all Traffic Accident procedures in accordance with Road transport Regulations.
- Responsible to Co-ordinate training, collate results and initiate remedial training.

Learning Area 2 – Delivering Events and Courses that enable learning. The learning Outcome – Coordination and Control of Events / Courses / Teachers / Learners. The Learning – Leading Teams in Practice. Managing Conflict in Practice. Learning Evidence – training courses, professional testimonials, peer testimonials, work produced evidence, personal reflection journal entries, work based learning and shadowing.

- Responsible to Organise Driver training for all licence requirements for staff.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

- Act as an Instructor on City & Guilds HAZMAT licence courses.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

- Act as an Instructor delivering Bulk Fuel Carrying Vehicle Operator courses.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

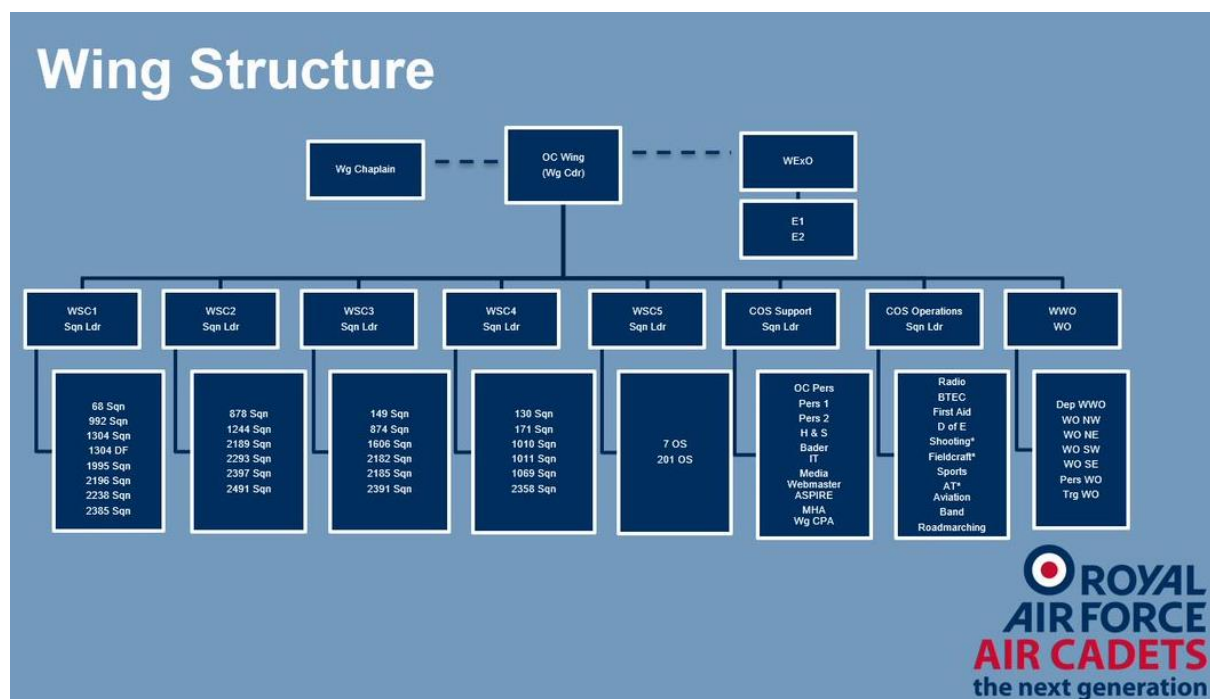
- Act as an MOD Driving Examiner.

1.1 Annotated Curriculum Vitae (Cadet Forces)

Flt Lt Matthew Stewart RAFAC | Officer Commanding 201 Overseas (Guernsey) Squadron Air Training Corps – Dorset and Wiltshire Wing RAFAC

OC.201os@rafac.mod.gov.uk | 07910144167

Organisation Chart



Profile

I have a well-developed teamwork ethic, efficient leadership, and management skills, which I have acquired through service in the Armed Forces and the Royal Air Force Air Cadets as a Cadet Force Adult Volunteer. I am a confident, mature, trustworthy, and conscientious individual with proven effective communication skills.

Areas of Expertise

Strategic Planning	Operational Management	Team Building
Team Leadership	Forecasting / Planning	Coaching and Mentoring
Teaching & Training	Problem Solving	Professional Development

Career Summary

Officer Commanding – 201OS (Guernsey) Sqn ATC – DW Wing Oct 2022 – Present

Sector Commander – Derbyshire - Trent Wing ATC	May 2022 – Sep 2022
Deputy Training Officer – Trent Wing ATC	May 2021 – Apr 2022
Officer Commanding – 141 (Boston) Sqn ATC – Trent Wing	Oct 2019 – Apr 2021
Wing Warrant Officer – Trent Wing	Jan 2017 – Sep 2019
Squadron Warrant Officer – 141 (Boston) Sqn ATC – Trent Wing	Feb 2016 – Dec 2016
CI / Flight Sergeant / Warrant Officer – 47F (Grantham) Sqn ATC – Trent Wing	Apr 2013 – Jan 2016

Key Points / Achievements

As the Wing Deputy Training Officer, I ensure the vision for training in Trent Wing is implemented appropriately, working to develop systems and processes to ensure a smooth training operation within the Wing. I have a solid and expert knowledge of all areas of RAFAC training including the progressive training syllabus (PTS). I also have responsibility for the support and development of virtual training, the MOI training and assessment process and for monitoring ACTO99 compliance and reporting. As the DepTrgO, I coach and mentor CFAV Instructors especially pre and post their attendance on the Wing Method of Instruction Courses. I also promote the continued development of their instructional skills and encourage CFAV to undertake further recognised teacher training in the form of the L3 and L4 AET courses.

My main effort as the Wing DepTrgO is the support of the objectives and vision of the Wing Training Officer in meeting the needs of training and development in Trent Wing. I deputise for the Wing Training Officer, where appropriate, and as required, at any meeting or event. I support and develop virtual training as both a supplementary offering to face to face activities and a blended learning approach to minimise travel and overcome accommodation challenges. I support the Wing Training Officer in the creation, development, and management of a broad and diverse Wing training calendar. I support the Wing Training Officer with the planning, management and oversight of Wing training weekends and courses. I collate the agenda, and record and distribute minutes, for Wing Training Team meetings.

I support the Wing Training Officer in mentoring and supporting new Squadron Training Officers in being up to date in the developments and correct administration of the Corps Progressive Training Syllabus. I have developed a system of training administration that fits the needs of Trent Wing, including pre, post course administration, and have operational oversight of the Presentation Skills and Method of Instruction qualification process, assessment, and recording. This includes the authorisation and issuing of certificates and

lanyards as applicable. I manage and am responsible for the monitoring and reporting on ACTO99 Mandatory Training compliance, escalating any issues to the relevant Wing Sector Commanders or Wing Training Officer as appropriate. I visit Squadrons within Trent Wing to support Squadron Training Officers and perform checks and audits of training processes and administration.

As an OC, I developed a multi-phased training programme that linked elements of the progressive training programme (PTS) alongside the First Class training syllabus to allow a synergised cadet experience for new cadets, at the same time I created and maintained a streamed training programme to engage existing cadets and to encourage competition thus keeping forward momentum throughout the middle and higher levels of the PTS, this included Radio and Cyber courses, Leadership, the Presentation Skills Course and MoI courses. In March 2020 due to the cessation of F2F Cadet Trg, I had to lead change in the delivery of cadet activities switching from F2F training to a virtual environment using MS Teams as a delivery platform. The planning and delivery of a virtual training programme that engaged all was challenging, the mechanism needed to be fluid to allow all cadets to remain engaged and using Cadet Portal (CP) allowed this functionality utilising MS Teams as the media platform. I had to maintain Sqn Staff engagement to promote the delivery of courses and manage expectations whilst promoting my vision to ensure the Sqn maintained forward momentum throughout. I have worked on creating a Sqn hybrid-training programme, which integrates F2F, and Virtual training across blended platforms to offer a multi-dimensional cadet training environment.

As the WWO, I was responsible for the management of and delivery of the Cadet Drill Course and delivered the MoI course on behalf of Trent Wing at various RAF Stations. I created and delivered a Staff Drill Course for CFAV's to enhance their drill ability and instructed on Region Staff Drill Courses. I assisted the Wing TrgO in the delivery and assessment of Bronze Leadership courses and provided advice and guidance on Wing led JNCO and SNCO courses. On Trent Wing Annual Camps, I managed and delivered Drill refresher training and Parade Drill to cadets which culminates in raising the personal drill standards of cadets involved, engagement in competition for Flight Points and the pride taken by all when participating in the Final Parade event. As part of the ATC 75th Central & East Parade in 2016, I was part of the Region Team coordinating the Parade and marched with the OC Wing and the marching contingent representing Trent Wing, on the RAF 100 Trent Wing celebrations in 2018, I was responsible for the planning, management and staging of the Ceremonial Parade involving Cadets, CFAV's representing elements of Trent Wing to mark the RAF's Centenary in Cleethorpes.

2.0 Annotated Job descriptions

2.1 Job Description One – FE College Lecturer

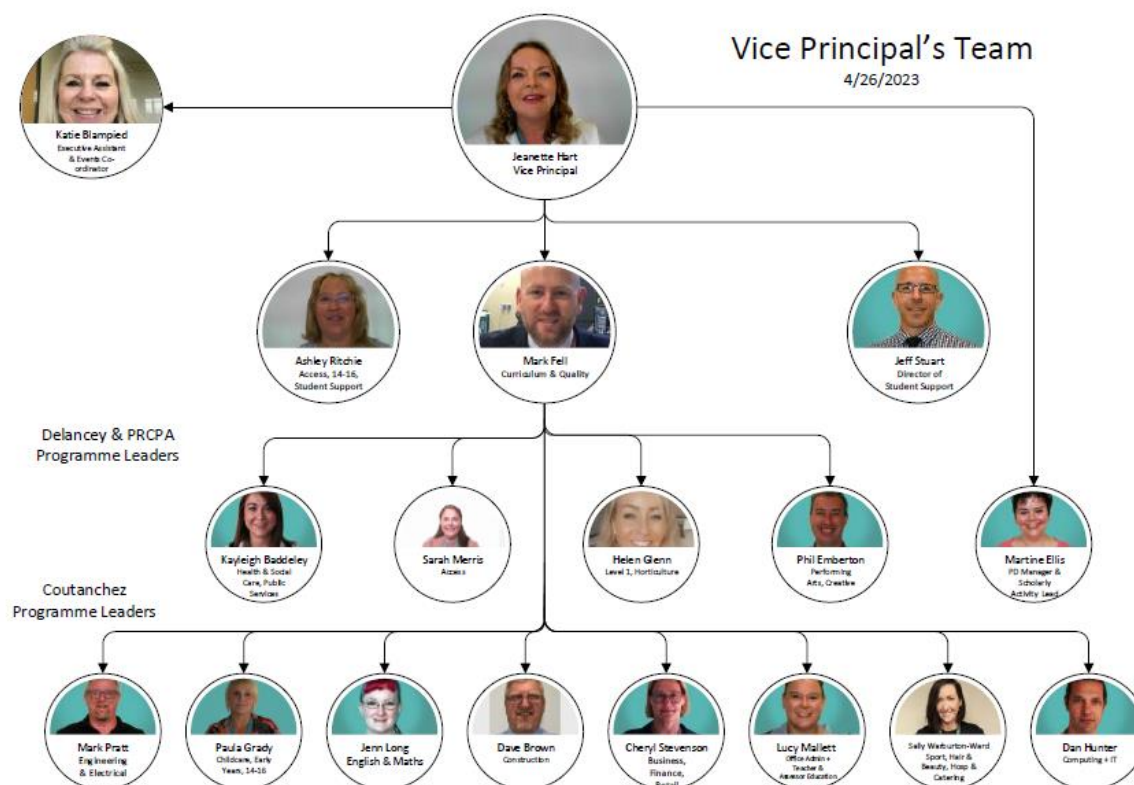
GUERNSEY COLLEGE OF FURTHER EDUCATION

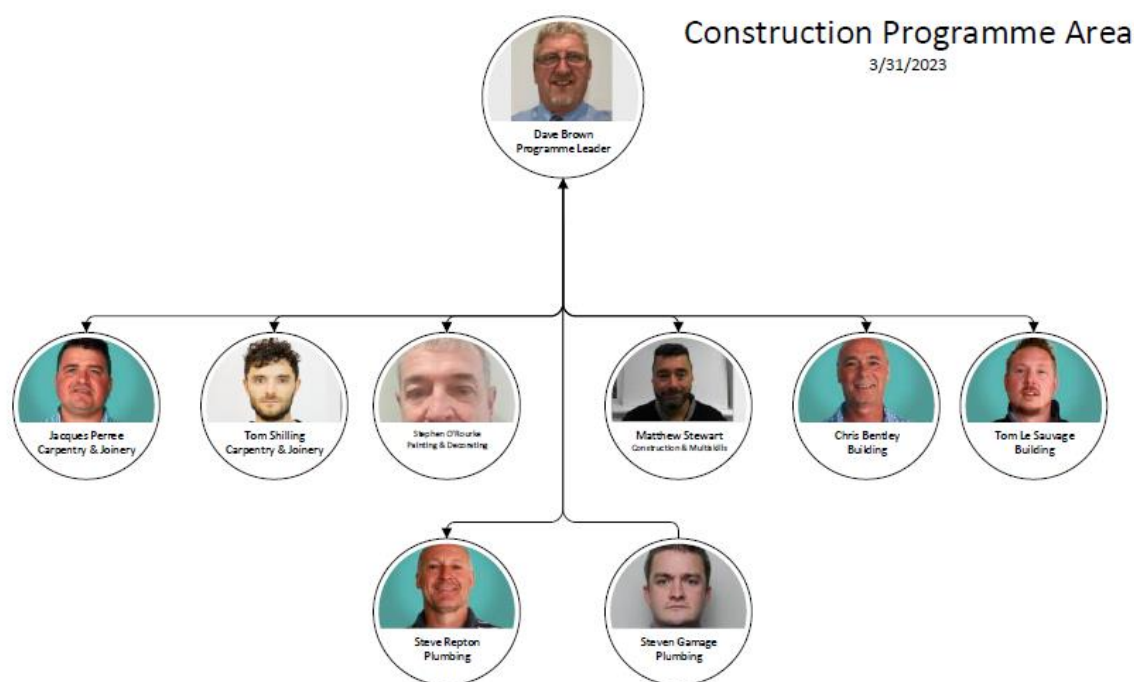
LECTURER IN CONSTRUCTION AND ENGINEERING

Introduction

As a lecturer at The Guernsey Institute College, I deliver four course types from level two, three, and four covering two awarding bodies, The Business and Technology Education Council (BTEC) and the Chartered Institute of Building (CIOB). I lecture fifty-eight learners both apprentices and non-apprentices.

Organisational Chart





JOB DESCRIPTION

AIMS AND PURPOSE OF THE JOB:

An enthusiastic and innovative lecturer is required to take an important role in the delivery of a range of Construction qualifications at Levels 1 / 2, including; plumbing, brickwork and carpentry & joinery within our full and part time, apprenticeship and school partnership provisions, as well as Engineering courses at Levels 1 / 2.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

Working with the Programme Leader and the wider team, the lecturer will plan, provide and monitor high quality teaching and assessment of students' work. The lecturer will also provide support and guidance in preparing students for further/higher education, training or employment.

In collaboration with the Programme Leader and other team members, I take a proactive role in designing and delivering a curriculum that meets high educational standards, this involves creating detailed lesson plans that cater to diverse learning styles, implementing effective teaching strategies, and assessing students' work rigorously to ensure they meet the necessary academic benchmarks. Additionally, I provide personalised support and guidance to students, helping them navigate their pathways toward further education, training, or employment, including offering career advice, assisting with university applications, and preparing students for the demands of the professional world, thereby equipping them with the skills and knowledge required for their next steps.

Learning Area 2 – Delivering Events and Courses that enable learning. The learning Outcome – Coordination and Control of Courses / Teachers / Learners / Resources. The Learning – Leading Teams in Practice. Managing Conflict in Practice. Learning Evidence – training courses, professional testimonials, peer testimonials, work produced evidence, personal reflection journal entries, work based learning and shadowing.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable learners to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

The lecturer will have an outward facing approach to engaging students in the wider community, and vice versa, to ensure that they gain a vocationally relevant and enriching experience.

My role extends beyond the classroom as I actively engage students with the wider community to enhance their educational experience, this outward-facing approach involves creating opportunities for students to interact with local businesses, industry professionals, and community organisations, thereby providing them with real-world experiences that complement their academic learning. By facilitating work placements, guest lectures, and community projects, I help students gain valuable vocational skills and insights that are directly relevant to their future careers, ensuring that the learning experience is enriched by diverse perspectives and practical applications.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that

enable learners to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

The post holder will report to the Programme Leader, but will work with a range of candidates across a number of areas in the College (The Guernsey Institute) so will be used to dealing with multiple priorities.

As a lecturer at The Guernsey Institute, I report directly to the Programme Leader, I also collaborate with a wide array of candidates and colleagues across different departments, which requires me to be adept at managing multiple priorities simultaneously, such as balancing teaching responsibilities with curriculum development, student mentoring, and community engagement. I must be flexible and organised, capable of juggling the demands of working with diverse groups of students and college staff, all while maintaining a focus on delivering high-quality education, and this contributes significantly to the overall success of the programmes offered by the Institute.

TEACHING AND LEARNING:

- To plan, prepare and teach lessons at all levels appropriate to qualifications or experience for 36 hours per week, (maximum 25 hrs teaching per week, subject to a maximum 826 teaching hours per year) in accordance with the agreed contract.

I am responsible for delivering high-quality instruction across a range of levels, tailoring my lessons to suit the qualifications and experience of my students, this involves detailed planning and preparation to ensure that each lesson meets the educational objectives and engages students effectively. While my teaching hours are capped at 25 hours per week (and 826 hours annually), the remaining time is dedicated to lesson preparation, student support, and professional development, this ensures that my teaching schedule is balanced and that students receive consistent, high-quality instruction throughout the academic year.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

- To plan, develop and deliver appropriate learning plans for individual students.

I take a personalised approach to education by creating tailored learning plans that address the unique needs, strengths, and goals of each student, this involves assessing students' current knowledge and skills, setting achievable learning targets, and developing strategies to help them meet these goals. Delivering individualised learning plans, ensures that every student receives the support and guidance necessary to succeed in their studies, fostering both academic growth and personal development.

Learning Area 2 – Delivering Events and Courses that enable learning. The Learning Outcome – Implementing Course Design & Review. The Learning – Plan, identify and implement appropriate continuous improvement review cycle in order to improve teaching, learning and assessment, leading to course improvement. Learning Evidence – training courses, professional testimonials, work produced evidence, personal reflection journal entries, professional discussions, and scholarly reading.

- To contribute to the development, implementation and review of policies and schemes of work inclusive of those which may cover multiple qualification suites.

I actively participate in the creation and revision of educational policies and schemes of work that guide the curriculum, collaborating with colleagues to develop coherent and comprehensive plans that align with both the college's standards and the requirements of multiple qualifications.

- To monitor and assess the achievement of students, and to record and report their development, progress and attainment in accordance with the College's assessment policies and in line with the principles of Assessment for Learning.

I regularly monitor and assess student performance, using a variety of assessment methods to gauge their progress and attainment, including maintaining accurate records of each student's development and reporting these findings in line with the college's assessment policies. My assessments are guided by the principles of Assessment for Learning, which focus on using assessment as a tool to support student learning, provide feedback, and inform instructional decisions. Tracking and reporting student progress ensures that students stay on track to achieve their academic goals and that any necessary interventions are implemented in a timely manner.

- To make use of current technology to enhance teaching, learning and assessment.

Incorporating technology into my teaching practice is essential for creating a dynamic and engaging learning environment, using current educational technologies, such as digital learning platforms, interactive tools, and online resources, to enhance my teaching and assessment methods. The integration of technology, provides students with diverse learning

experiences, caters to different learning styles, and improves the efficiency and effectiveness of both teaching and assessment processes.

- To be a tutor to an assigned group of students and to carry out the associated academic and pastoral responsibilities as required.

As a tutor, I am assigned a specific group of students for whom I provide both academic guidance and pastoral support, regularly meeting with my tutees to discuss their academic progress, offer advice on study skills, and address any personal issues that may impact their learning. I also act as a mentor, helping students navigate their educational journey, set goals, and make informed decisions about their future, which is crucial in ensuring that students feel supported and valued, contributing to their overall well-being and success.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable learners to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- To implement the College's inclusion, equality and diversity policies.

I am responsible for ensuring that the college's commitment to inclusion, equality, and diversity is reflected in my teaching and interactions with students, this involves creating an inclusive classroom environment where all students, regardless of their background, feel welcomed, respected, and able to participate fully in their education. Actively promoting equality and diversity, helps to eliminate barriers to learning, challenge discriminatory practices, and foster a culture of respect and inclusion within the college community.

- To ensure that Learning Support and other support staff and visiting speakers are used effectively in the learning environment.

I coordinate with Learning Support staff, other support personnel, and visiting speakers to maximise their contributions to the learning environment, this involves planning how and when these resources will be integrated into my lessons, ensuring that they enhance the educational experience and meet the needs of all students. The effective use of support staff and external experts not only enriches the curriculum but also provides students with additional perspectives and specialised knowledge that supports their learning.

- To work with the department to maintain an appropriate learning environment.

I collaborate with my department colleagues to create and maintain a conducive learning environment that supports student success, this includes managing classroom resources, arranging physical spaces to facilitate learning, and ensuring that the environment is safe, organised, and equipped with the necessary tools and materials. Maintaining a positive and supportive learning environment, helps foster an atmosphere where students can focus, engage, and thrive academically.

PROFESSIONAL DEVELOPMENT:

- To participate in the My P2E (Progress to Excellence) processes (appraisal)
- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in pedagogy and changes in the curriculum, which should lead to improvements in teaching and learning.
- To take full advantage of any relevant training and development available and undertake any necessary professional development as identified in the College/programme area self-evaluation review and action plans and the performance management process.
- To contribute to programme area/college development by sharing professional learning, expertise and skills with others in the team and wider organisation.
- To take on curriculum lead responsibilities, in line with the needs of the programme area, if required.
- To be a reflective practitioner, evaluating and improving own practice in order to take teaching and learning forward.
- To maintain a continuing professional development portfolio of evidence in line with the awarding organisation requirements and the Education and Training Foundation professional standards.

ADMINISTRATION:

- To make effective use of ICT to implement the College assessment, recording and reporting procedures in line with examining body requirements.
- To keep an accurate register of students in accordance with the College's policy.
- To participate in appropriate meetings with colleagues, parents/carers and agencies and other stakeholders for the benefit of the students.
- To participate in exhibitions/conventions/open days as required.
- To substitute for absent colleagues as required.

- To liaise with employers and other outside agencies.

HEALTH AND SAFETY

- To comply with procedures on all matters concerning health, safety and welfare.
- To undertake risk assessment strategies for the programme area in relation to teaching and learning.
- To take responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.

RESPONSIBLE TO:

The Programme Leader.

ACCOUNTABLE FOR:

- The delivery of high quality teaching and learning.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

- The progress and attainment of students for whom you have responsibility.

Learning Area 2 – Delivering Events and Courses that enable learning. The learning Outcome – Coordination and Control of Courses / Learners. The Learning – Leading Teams in Practice. Managing Conflict in Practice. Learning Evidence – training courses, professional testimonials, peer testimonials, work produced evidence, personal reflection journal entries, work based learning and shadowing.

- Improving and extending professional effectiveness in line with professional standards.
- Creating a safe environment for students and to have concern for their welfare and wellbeing whilst under your guidance.

Learning Area 2 – Delivering Events and Courses that enable learning. The learning Outcome – Coordination and Control of Events / Courses / Learners / Resources. The Learning – Leading Teams in Practice. Managing Conflict in Practice. Learning Evidence – training courses, professional testimonials, peer testimonials, work

produced evidence, personal reflection journal entries, work based learning and shadowing.

KEY CRITERIA:

ESSENTIAL:

1. Relevant professional vocational qualifications and vocational experience in the Construction and / or Engineering sectors.
2. A teaching qualification at level 5 or above (or willingness to work towards).
3. Maths and English qualifications at level 2
4. QTLS status (or willingness to work towards).
5. Experience of delivering innovative, enriching and vocationally relevant programmes to fully engage learners
6. Ability to make effective use of ICT to enhance teaching and learning.
7. Ability to demonstrate effective strategies to achieve high quality teaching and learning outcomes.
8. Evidence of recent continuing professional development.
9. The ability to work effectively as part of a team producing positive results for students.
10. Effective communication skills which develop and maintain positive working relationships with a wide range of people, including colleagues, students, parents/carers, and key external stakeholders.
11. Effective organisational, time management and administrative skills.
12. Proven ability to work on own initiative.

DESIRABLE:

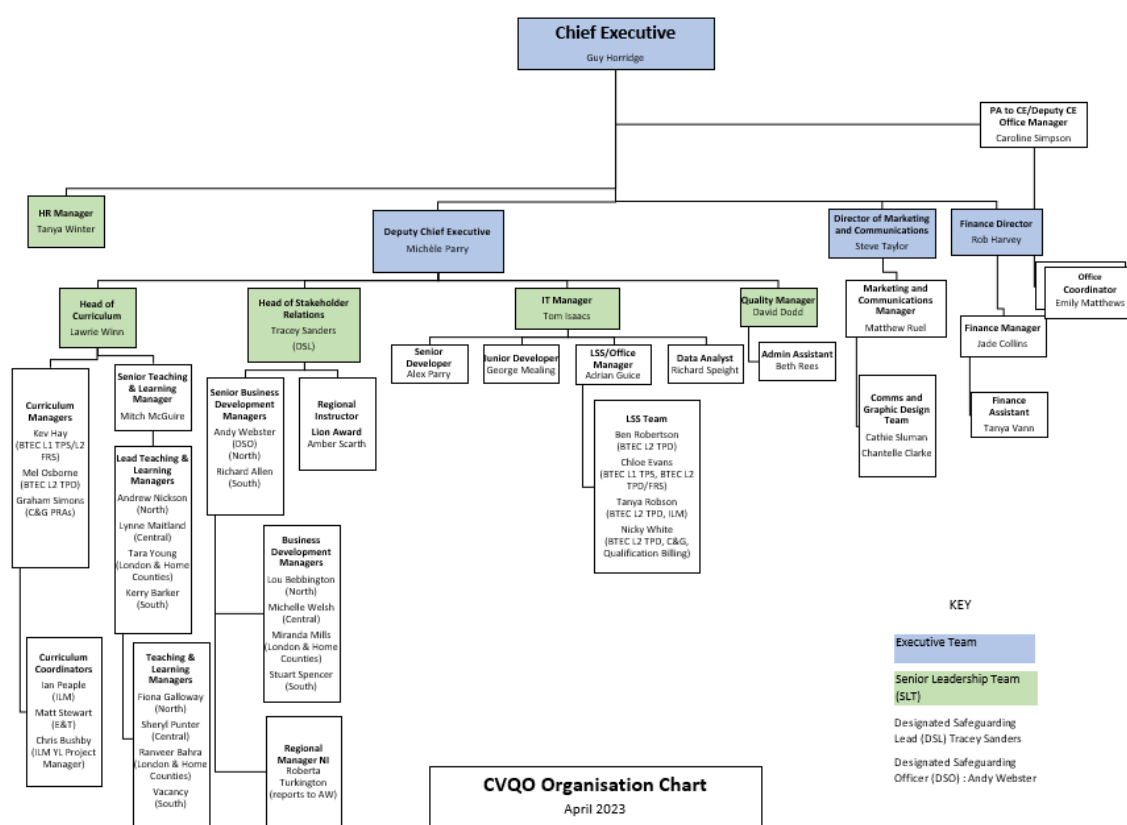
13. Assessment and verification qualifications (TAQA).
14. Experience as an Internal Verifier.
15. Additional specialist Plumbing qualifications at Level 3
16. Experience in teaching 16 - 22 yr olds
17. Experience of General Engineering

2.2 Job Description Two – Education and Training Coordinator

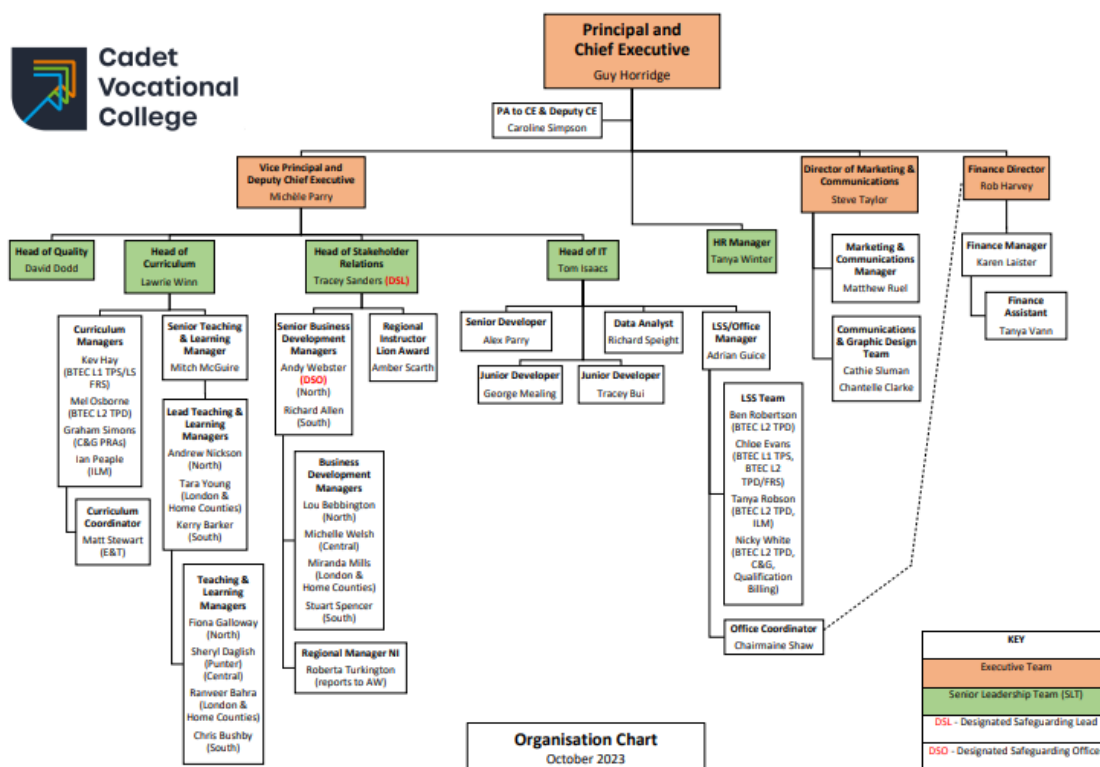
Introduction

As the Education and Training Coordinator, I manage the design, delivery, assessments and validation of the BTEC and City & Guilds Level 3 Award in Education and Training course, which is delivered via blended learning using Moodle as a VLE. The number of learner and cohorts vary as the delivery is on a cohort-loading model, currently there are 14 cohorts with 74 learners on programme. I also manage the quality of the programme, the tutors and the assessors, and provide liaison with learners to ensure the efficient delivery of the qualification.

Organisation Chart – April 2023



Organisation Chart – October 2023



Role Title: Education and Training Co-ordinator

Reports to: Education and Training Curriculum Manager

Reportees: None

Location: Remote

Overall Purpose

As the Education and Training Co-ordinator, your main responsibility will be to support the Education and Training Curriculum Manager with the development and delivery of this popular CVQO programme.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

You will be responsible for promoting a blended learning approach to delivery and ensure that programme meets customer needs, guaranteeing the effective and efficient use of resources and learner completions.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

Your focus will initially be on the BTEC Level 3 Award in Education and Training, but it is expected that you will also support the Curriculum Manager in the development of a programme for the delivery of the BTEC Level 4 Certificate in Education and Training.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

You will also support the development of imaginative new materials to be used by tutors, learners and assessors. As CVQO embraces blended learning approaches for the delivery of Education and Training, a good working knowledge of the VLE and the ability to design courses for use with Moodle will therefore be an important aspect of the role,

In addition to supporting the many Education and Training courses run throughout the country, you will also run regular Level 3 Award in Education and Training courses, either for CVQO staff and/or for those unable to participate in other courses.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

You will be a member of the Curriculum Development Team, and as such, you will be required to attend remote or face-to-face meetings of the Curriculum Development Team as directed by the Head of Curriculum.

Main Duties:

- Support the Education and Training Curriculum Manager in providing a customer focussed approach for the successful delivery and assessment of the Level 3 Award in Education and Training.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Oversee the booking process and registration for every Education and Training course as directed by the Curriculum Manager.
- Oversee the tutor standardisation, registration and enrolment process for every BTEC Education and Training Course as directed by the Curriculum Manager.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Support the team of Education and Training tutors.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable teachers / lecturers to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Support the work of the assessor team and allocate assessors to new groups.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable assessors to improve their level of performance. Learning Evidence – training

courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Contribute to the preparation for Awarding Body quality assurance visits.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- If appropriate, support those groups undertaking a CVQO Education and Training qualification.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable learners to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- If required, deliver central Level 3 Award in Education and Training courses for CVQO staff or those unable to link with other external groups.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

- If required, and as directed by the Head of Curriculum, assist the Curriculum Manager with the development of the Level 4 Certificate in Education.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and

Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- To attend training, meetings and networking events as and when required.
- To work towards the core values set for the whole organisation.
- To promote CVQO in a positive manner including Equality and Diversity, Safeguarding, Prevent and British Values.
- To maintain the quality standards set by CVQO.
- To be aware of CVQO's policies and ensure they are not contravened (for example, Safeguarding, Health and Safety, IT).
- To have the ability to use CVQO's IT systems specific to the job role, including HR Toolkit.

Financial Management:

- There is no budgetary control.

Training and Development:

- Appropriate training will be given as necessary.

Relationship Management

The post holder will:

- Receive, respond to and follow up enquiries from potential course leaders and delivery staff.
- Provide information and discuss possible options with course leaders and produce quotations for new customers or programmes, as required.
- Agree course delivery and dates with course leaders and delivery staff.
- Liaise with the relevant LSS administrative assistant to manage the course set-up and learner registration processes.
- Train delivery staff and provide ongoing monitoring, support and feedback for course leaders and delivery staff.
- Provide formative and summative Internal Quality Assurance and feedback to tutors and assessors.

- Gather and analyse course feedback.
- Work proactively alongside the Curriculum Managers, Curriculum Co-ordinator, Senior Teaching and Learning Manager and Teaching and Learning Development Manager and foster a good working relationship with the Business Development Managers and those based at CVQO HQ.
- Help to promote a culture that reflects CVQO's vision.
- Maintain good communication with other members of the team, both remote and at CVQO HQ. They will attend meetings with course leaders and delivery staff for new groups either in person or via video link.
- Help to build trust and respect within the team.
- Provide excellent service and support to both tutor and learner.

General:

- The role will involve some travel, including visiting CVQO HQ.
- This is a full-time role, supporting the Education and Training Curriculum Manager.
- Hours – 37.5 hours: 9am to 5pm Monday to Friday.
- Holiday – 23 days plus Bank Holidays.

Person Specification - Qualifications and experience required for this role:

Essential:

- GCSE A* - C or 9 - 4 in Maths and English.
- Level 4 Certificate in Education and Training.
- A sound working knowledge of Microsoft Office.
- Experience in the use of a VLE.
- Good verbal and written communications skills and the ability to relate to people at all levels.
- Effective interpersonal skills including tact and diplomacy.
- Ability to work accurately with a good attention to detail.
- Ability to successfully prioritise work to meet deadlines.

- The ability to work independently and as part of a team.

Desirable:

- Knowledge and or experience of working in the charity sector.
- Knowledge and or experience of working in the education sector.
- Knowledge and or experience of working in voluntary sector (the cadet forces or other voluntary youth organisations).
- Experience working in an office environment.

2.3 Job Description Three – FE College Lecturer

Introduction

As a lecturer at The Lincoln College Group – Lincoln Campus, I delivered six course types from level three, and four, namely the Level 3 Diploma in Construction and the Built Environment, the Level 3 Extended Diploma in Construction and the Built Environment, the Level 4 Higher National Certificate in Construction, the Level 4 Higher National Certificate in Civil Engineering, the Level 5 Higher National Diploma in Construction, and the Level 5 Higher National Diploma in Civil Engineering, covering one awarding body, The Business and Technology Education Council (BTEC). I lectured between 75 and 90 learners both apprentices and non-apprentices.



LINCOLN COLLEGE JOB DESCRIPTION

Lecturer in Professional and Technical Studies

School of Professional industries/Cons

Our Vision:

To be an extraordinary organisation whose talented students, staff, governors and alumni ensure that it adds recognised social and economic value to its local communities by providing high quality education and training and making people exceptionally well prepared for work, potentially via higher education.

Our Mission:

Employer-led; producing a highly skilled and productive local workforce.

Our Cornerstones of Success & Values Guiding Behaviours:



Job Purpose:

To prepare, deliver, assess and coordinate on Technical and Professional Construction & Civil Engineering Study programmes in the School of Professional Industries (Construction).

PRINCIPAL DUTIES AND RESPONSIBILITIES:

1. To teach on a range of Technical and Professional Construction & Civil Engineering Study programmes including quantity surveying, construction and civil engineering management subjects at levels 3 to 5.

In this role, I deliver high-quality instruction across various technical and professional construction and civil engineering study programmes, this includes teaching subjects such as quantity surveying, construction management, and civil engineering management to students at levels 3 to 5. My expertise in these areas is crucial in providing students with the knowledge and skills they need to succeed in the industry, I use a variety of teaching methods to engage students, facilitate their learning, and ensure they can apply theoretical concepts to practical scenarios.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning - Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

2. To manage specific courses as required by the Programme Manager/Director of School.

I am responsible for the management of specific courses as assigned by the Programme Manager or Director of School, this includes overseeing the course delivery, ensuring that it meets curriculum requirements, and addressing any issues that may arise. My management duties involve coordinating with teaching staff, monitoring student progress, and ensuring that course objectives are met.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

3. To carry out the role of personal tutor and Programme Coordinator as required.

As a personal tutor and programme coordinator, I provide individualised support and guidance to students, helping them navigate their educational journey, this role involves mentoring students, offering academic advice, and supporting their personal development. As a programme coordinator, I oversee the administration and coordination of the programme, ensuring that it runs smoothly and meets the needs of all participants.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable learners to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

4. To contribute to the development of new programmes.

I play an active role in the development of new study programmes, bringing my industry knowledge and educational expertise to the design process, this may involve researching industry trends, identifying skills gaps, and collaborating with colleagues to create programmes that meet the evolving needs of the construction and civil engineering sectors.

5. To assist with the operation and commercial development of the School.

I support the operational and commercial development of the school by contributing to initiatives that enhance its reputation and financial sustainability, this could involve helping to identify new revenue streams, improving operational efficiencies, or participating in outreach and partnership efforts.

6. To contribute to the process of programme marketing and the recruitment and selection of students.

I assist in the marketing of programmes and the recruitment and selection of students, this may include participating in open days, creating promotional materials, or engaging with prospective students and parents. My involvement in this process is crucial for attracting a diverse and talented cohort of students, ensuring that the programmes have the necessary enrolment numbers to be successful.

7. To liaise with local employers to ensure training reflects their requirements.

I work closely with local employers to ensure that the training provided aligns with industry requirements and expectations, this involves regularly consulting with employers to understand their needs, incorporating feedback into the curriculum, and potentially arranging work placements or apprenticeships. Fostering strong relationships with employers ensures that the programmes remain relevant and that students are well prepared for the job market upon graduation.

8. To liaise with schools, parents and/or employers as appropriate.

I communicate with schools, parents, and employers to support students' educational progress and ensure a cohesive learning experience, this involves keeping stakeholders informed about students' performance, addressing any concerns, and collaborating on initiatives that enhance student outcomes. My ability to maintain positive and productive relationships with these key stakeholders is essential for supporting student success and fostering a supportive educational community.

Learning Area 2 – Delivering Events and Courses that enable learning. The learning Outcome – Coordination and Control of Events / Courses / Teachers / Learners / Resources. The Learning – Leading Teams in Practice. Managing Conflict in Practice. Learning Evidence – training courses, professional testimonials, peer testimonials,

work produced evidence, personal reflection journal entries, work based learning and shadowing.

9. To write submissions for Awarding Bodies.

I am responsible for writing submissions for awarding bodies, ensuring that all documentation meets the required standards for course accreditation and compliance, this includes preparing reports, gathering evidence of student achievements, and ensuring that all criteria are met for the awarding of qualifications.

10. To carry out internal verification as required.

As part of your duties, I conduct internal verification to ensure that assessments are conducted fairly and consistently across the programmes, this involves reviewing the work of assessors, ensuring that all grading is accurate and in line with awarding body standards, and providing feedback to improve assessment practices.

11. To liaise with awarding bodies and external verifiers.

I liaise with awarding bodies and external verifiers to ensure that the school's programmes meet all necessary standards and requirements, this includes coordinating visits, providing requested documentation, and addressing any issues raised during the verification process.

12. To coordinate the timetabling of individual student programmes.

I am responsible for coordinating the timetabling of individual student programmes, ensuring that schedules are well organised and meet the needs of both students and staff, this involves working closely with colleagues to balance course demands, manage room allocations, and ensure that all students have access to the classes they need.

13. To participate in any cross-college working / strategy groups as established.

I engage in cross college working and strategy groups, contributing my expertise and insights to initiatives that benefit the wider institution, this may involve collaborating with colleagues from different departments on projects related to curriculum development, student support, or institutional strategy.

14. To accept responsibility for the implementation of the Colleges Equal Opportunities policy.

I am responsible for upholding and implementing the college's Equal Opportunities policy in all aspects of my work, this involves ensuring that all students, staff, and stakeholders are treated fairly and without discrimination, and that the learning environment is inclusive and accessible to all. Commitment to equality and diversity is essential for fostering a positive and supportive educational experience for everyone involved.

15. To contribute towards the development of an inclusive learning environment.

I actively contribute to creating and maintaining an inclusive learning environment where all students feel valued, respected, and supported, this involves adapting teaching methods, materials, and resources to meet the diverse needs of students, as well as promoting a culture of respect and understanding.

16. To maintain professional standards and expertise by undertaking professional development.

I maintain high professional standards and keep my expertise up to date by engaging in ongoing professional development, this may include attending training sessions, participating in workshops, and staying informed about the latest industry developments and educational practices. Commitment to continuous learning ensures that I remain an effective and knowledgeable teacher, capable of delivering high-quality instruction and support to your students.

17. To monitor and maintain quality standards appropriate to the post.

I am responsible for monitoring and maintaining quality standards within my role, ensuring that all aspects of my work meet the expectations set by the college and relevant external bodies, this includes regularly reviewing and assessing my teaching practices, course materials, and student outcomes to identify areas for improvement.

18. To conform with Health and Safety requirements relevant to the post.

I am responsible for adhering to all Health and Safety requirements relevant to my position, ensuring that the learning environment is safe for both students and staff, this involves

following college policies, conducting risk assessments, and taking appropriate action to mitigate any hazards.

19. To be responsible for the safeguarding and promoting the welfare of children.

As part of my responsibilities, I am vigilant in safeguarding and promoting the welfare of children and vulnerable adults, this involves understanding and following the college's safeguarding policies, being aware of potential risks, and taking appropriate action if I have concerns about a student's safety or wellbeing.

2.4 Job Description Four – Construction Programme Manager / Tutor Assessor

Introduction

As a Construction Programme Manager for an Independent Learning Provider, I managed the day-to-day operational delivery of the construction programme, which was delivered nationally across the UK, using regional tutors visiting host client organisations in their workplaces.

I also had the role and responsibility of being a Vocational Assessor at the same Independent Learning Provider. I assessed the vocational competence of L2 Intermediate Apprentices and L3 Advanced Apprentices. The Apprenticeships were in Construction. I vocationally assessed between 60 and 80 apprentices.

Job Title: Construction Programme Manager / Tutor (Civil Engineering)

Purpose: To plan, develop, delivery, assess and evaluate high quality training programmes.

Duties:

- The daily operational management of apprenticeship programmes in construction & civil engineering

In this role, I oversee the day-to-day operations of apprenticeship programmes within the construction and civil engineering sectors, this involves coordinating the various components of the apprenticeship process, from enrolment to completion, ensuring that all aspects run smoothly and efficiently. I am responsible for managing schedules, resources, and personnel to ensure that the programmes meet the needs of both the learners and the industry.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Working closely with partner employers and training organisations

I cultivate strong, collaborative relationships with partner employers and training organisations, these partnerships are essential in aligning the apprenticeship programmes with industry standards and employer expectations. Working closely with these partners, I ensure that the training provided is relevant, up-to-date, and meets the specific needs of the

employers involved. This collaboration also facilitates the smooth integration of apprentices into the workplace, enhancing their practical skills and employability.

- Ensure that the standard of delivery is high with compliance for external bodies such as ESFA, OFSTED and awarding body guidelines

A key responsibility of my role is to maintain and enforce high standards of delivery across all apprenticeship programmes, this includes ensuring that the training provided meets the rigorous requirements set by external bodies such as the Education and Skills Funding Agency (ESFA), OFSTED, and relevant awarding bodies. I am responsible for monitoring compliance with these guidelines, implementing necessary adjustments, and preparing for inspections or audits.

Learning Area 2 – Education and Training. The learning Outcome – Ensuring course validation is quality controlled: Validation / Verification / Quality Assurance. The Learning – Critical appraisal of current Internal and External Quality Assurance Process practiced. Learning Evidence – training courses, internal standardisation exercises, professional testimonies, personal reflection journal entries, workshops, work based learning, shadowing and scholarly reading.

- Management of delivery staff to ensure a high-quality learning experience is delivered to all learners

I lead and manage the team of delivery staff, which includes trainers and assessors, to ensure that all learners receive a consistently high-quality educational experience, this involves overseeing the performance of your staff, providing guidance, support, and professional development opportunities to help them excel in their roles. Fostering a culture of excellence and continuous improvement, ensures that the delivery of the apprenticeship programmes is engaging, effective, and aligned with best practices in education and training.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Through the management of the team deliver consistently good or better training and assessment within the curriculum through an effective variety of teaching and learning activities

I am responsible for guiding my team to deliver training and assessment that consistently meets or exceeds quality benchmarks, this entails ensuring that a diverse range of teaching and learning activities are employed, catering to different learning styles and keeping the curriculum engaging and relevant. Closely managing and supporting my team, fosters an environment where innovative and effective educational practices are standard.

Learning Area 2 – Delivering Events and Courses that enable learning. The learning Outcome – Coordination and Control of Courses / Teachers. The Learning – Leading Teams in Practice. Managing Conflict in Practice. Learning Evidence – training courses, professional testimonials, peer testimonials, work produced evidence, personal reflection journal entries, work based learning and shadowing.

- Management of all key KPI's, including overall and timely achievement rates

Monitoring and managing key performance indicators (KPIs) is a critical part of my role, I track metrics such as overall achievement rates, timely completions, and learner retention, using this data to inform your management decisions. Analysing these KPIs, I can identify trends, address potential issues early, and implement strategies to improve outcomes.

- Co-ordination of other external resources and venues, including the functional skills delivery requirements liaising with the team

Coordinating external resources, such as additional venues or specialised training materials, is an important aspect of ensuring that the apprenticeship programmes run smoothly and effectively, I work closely with my team to manage these resources, ensuring that all logistical aspects, including the delivery of functional skills training, are aligned with the overall curriculum.

- Management of the IQA process

As part of my responsibilities, I oversee the Internal Quality Assurance (IQA) process to ensure that all assessment and verification activities meet the required standard, this involves managing the IQA team, reviewing assessment practices, and ensuring that all qualifications awarded are consistent, fair, and in line with the criteria set by awarding bodies.

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Reporting on current programme activity, highlighting key risks and issues, as well as identifying areas of best practice to share with the wider team

I am responsible for providing regular reports on the status of the apprenticeship programmes, offering insights into current activities, potential risks, and areas for improvement, this reporting process involves not only highlighting challenges but also identifying and sharing examples of best practice within the team. Keeping senior management and other stakeholders informed, ensures that any issues can be addressed promptly, and successful strategies can be replicated across the organisation, contributing to the continuous improvement of the programmes.

- Attending meetings within the company and external events as required

My role requires active participation in both internal meetings and external events, attending these meetings allows me to stay informed about organisational developments, contribute to decision-making processes, and share insights related to the apprenticeship programmes. External events, such as industry conferences or networking sessions, provide opportunities to represent the organisation, build professional relationships, and stay updated on industry trends.

- Undertake observations and reviews to monitor trainer/assessor performance and progress

I conduct regular observations and reviews of trainers and assessors to evaluate their performance and progress, this process involves assessing their teaching methods, engagement with learners, and effectiveness in delivering the curriculum. Providing feedback and identifying areas for improvement, ensures that all staff are delivering training and assessments that meet the required standards, these observations are critical in maintaining the quality of the apprenticeship programmes and ensuring that learners receive the best possible education and support.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable colleagues to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Travel to meet client requirements

My role requires me to travel to meet with clients, whether they are partner employers, training organisations, or other stakeholders involved in the apprenticeship programmes, this is essential for building and maintaining strong relationships, addressing any concerns or issues, and ensuring that the training provided aligns with client expectations. Engaging with clients face-to-face helps to foster trust, clarify objectives, and facilitate effective collaboration, all of which are crucial for the smooth operation and success of the apprenticeship programmes.

- Monitor quality of teaching and learning materials and eAssessor set up and use in line with standardisation/direction

I oversee the quality of teaching and learning materials, as well as the implementation and use of eAssessor tools, ensuring that they meet standardisation requirements and organisational guidelines, this involves regularly reviewing and updating materials to keep them current and relevant, as well as ensuring that digital assessment tools are used effectively and consistently across the programmes.

13. Deliver training and assessing to learners as part of their qualification to ensure a successful outcome in line with contractual requirements and targets.

Learning Area 2 – Delivering effective teaching and learning. The Learning Outcome – Practicing effective Teaching, Learning and Assessment Strategies. The Learning Plan, identify and implement appropriate teaching and learning strategies in order to improve teaching, learning and assessment. Learning Evidence – training conferences, training courses, appraisals / annual reports, professional testimonials, peer testimonials, peer observations, work produced evidence, personal reflection journal entries, workshops, professional discussions, and scholarly reading.

14. To set, mark and record learners work including practical assessment, assignments, examination and coursework assessments, creating learner portfolios to agreed target standards and ensuring they are submitted on time.

Learning Area 2 – Delivering Events and Courses that enable learning. The learning Outcome – Coordination and Control of Courses / Teachers / Resources. The Learning – Leading Teams in Practice. Managing Conflict in Practice. Learning Evidence – training courses, professional testimonials, peer testimonials, work produced evidence, personal reflection journal entries, work based learning and shadowing.

15. Undertake regular progress reviews and action planning with learners maintaining up to date and accurate learner and programme documentation including reviews, ILP's, registers and learner tracking.

Learning Area 2 – Delivering Events and Courses that enable learning. The learning Outcome – Coordination and Control of Courses / Learners / Resources. The Learning – Leading Teams in Practice. Managing Conflict in Practice. Learning Evidence – training courses, professional testimonials, peer testimonials, work produced evidence, personal reflection journal entries, work based learning and shadowing.

Learning Area 1 – Coaching and Mentoring. The learning Outcome – Practice Coaching Models and Theories. Practice Communication Models and Theories. The Learning - Identify and apply a range of appropriate coaching and mentoring techniques that enable learners to improve their level of performance. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

16. Undertaken health and safety checks for learners on programme.

17. To be involved in the recruitment and selection of learners as required.

18. To work as part of a team developing appropriate teaching and learning materials

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

19. To take an active part in the quality improvement systems and procedures contributing to the self-assessment and quality improvement plans.

20. To take responsibility for equipment and materials used during teaching activities.

Generic Responsibilities

1. To represent and promote Learning Skills Partnership both internally and externally; acting as an ambassador for business development, attending meetings and events as necessary.

2. To ensure that Learning Skills Partnership's customers receive an excellent customer service experience in all dealings with the Company

3. To contribute to the annual quality review of the service and the programme of continuous improvement

4. To actively promote and act, at all times, in accordance with Learning Skills Partnership's policies, e.g. including but not limited to Health and Safety, Equality and Diversity and Safeguarding
5. To participate in the Company's Appraisal and Development process as appropriate
6. Maintain CPD as appropriate with the role maintaining awareness of industry/occupational developments and update skills through staff development.
7. Be prepared to deliver training/work on behalf of the company flexibly including during unsociable hours and at national locations.
8. To undertake other duties commensurate with the job level

2.5 Job Description Five – RAFAC Squadron Commander

Royal Air Force Air Cadets

Squadron Commander

Terms of Reference

Responsible to

Reporting to Sector Commander

Introduction

The role of Squadron Commander is the pivotal post in the organisation and without it, the organisation could not operate. It allows for the incumbent to still have a connection to the cadets whilst also being in a position to command those cadets and the CFAV that assist them in running the squadron. The Squadron Commander role is not one to be taken on lightly, as much as you may think you know what being a Squadron Commander involves unless you have actually done it there are surprises around every corner.

The principle objective of the role is to deliver the core activities of the Royal Air Force Air Cadets embedded in the Safe System of Training.

Duties & Responsibilities

Squadron Commander Duties

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- Ensure all activities are planned and executed in line with the Safe System of Training.

I am responsible for ensuring that all squadron activities are meticulously planned and executed according to the Safe System of Training, this involves conducting thorough risk assessments, developing comprehensive training plans, and implementing safety protocols to minimise the risk of accidents or injuries. Adhering to these standards, guarantees that all training activities are conducted in a controlled, safe environment, fostering a culture of safety and professionalism within the squadron.

- Maintaining good order and discipline on your squadron.

As a leader, I maintain good order and discipline within my squadron, ensuring that all members adhere to the established rules and regulations, this includes setting clear expectations for behaviour, addressing disciplinary issues promptly and fairly, and creating an environment of mutual respect.

- Allocating key duties within the squadron to appropriate members of staff.

I am responsible for allocating key duties within the squadron to the appropriate members of staff, ensuring that tasks are distributed based on individuals' skills, experience, and qualifications, this involves assessing the strengths of my team members, delegating responsibilities effectively, and monitoring the progress of assigned tasks.

- Writing and enforcing TORs for squadron staff members.

I write and enforce clear and detailed Terms of Reference (TORs) for squadron staff members, these TORs define the roles, responsibilities, and expectations for each position, providing staff with clear guidance on their duties. Enforcing these TORs, ensures that all staff members understand their responsibilities and are held accountable for their performance, contributing to the overall effectiveness and cohesion of the squadron.

- Ensuring all staff are aware of and adhere to all orders/regulations and directives.

It is my duty to ensure that all staff members are fully aware of and adhere to the relevant orders, regulations, and directives governing squadron operations, this involves regular communication, training sessions, and updates to keep staff informed of any changes or new requirements. Ensuring compliance with these directives, maintains a high standard of operation within the squadron, minimising the risk of errors or non-compliance.

- Ensuring all changes to orders/regulations and directives are circulated in a timely manner.

I ensure that any changes to orders, regulations, and directives are promptly communicated to all relevant staff members, this requires staying informed of updates from higher command, distributing this information efficiently, and confirming that all personnel have received and understood the changes. Timely dissemination of information is crucial for maintaining operational continuity and ensuring that the squadron remains compliant with all current regulations.

- Ensuring that upward reporting of disciplinary and other incidents through the command chain is both timely and appropriate.

I am responsible for ensuring that any disciplinary actions or significant incidents are reported through the command chain in a timely and appropriate manner, this involves documenting incidents accurately, following proper reporting protocols, and ensuring that the necessary higher authorities are informed immediately. Effective upward reporting is essential for maintaining accountability and transparency within the squadron, and for ensuring that issues are addressed promptly at the appropriate level.

- Ensuring there is a “fair” and “impartial” method of dealing with corrective measures within the Squadron.

I ensure that all corrective measures within the squadron are handled fairly and impartially, this means implementing consistent disciplinary procedures, ensuring that all staff and cadets are treated equitably, and addressing issues based on the merits of each case. Upholding fairness and impartiality, fosters a just and respectful environment where all members feel valued and supported.

- Ensuring effective and accurate administration is carried out on the Squadron using Bader-SMS.

I oversee the administration of the squadron using the Bader-SMS system, ensuring that all records and data are maintained accurately and efficiently, this includes managing personnel records, tracking training activities, and ensuring that all administrative tasks are completed in line with organisational standards. Effective use of Bader-SMS is crucial for the smooth operation of the squadron and for ensuring that all administrative responsibilities are met.

- Ensuring effective and accurate administration is carried out on the Squadron for:
 - Staff – Extensions/Terminations/BPSS/DBS/SC/Welfare
 - Cadets – Parental Consent/Welfare

I am responsible for managing the administrative processes related to staff, including extensions, terminations, Baseline Personnel Security Standard (BPSS) checks, Disclosure and Barring Service (DBS) checks, Security Clearance (SC), and welfare, this involves ensuring that all documentation is accurate, up to date, and compliant with relevant policies.

I manage the administrative tasks related to cadets, including obtaining and recording parental consent, and ensuring that cadet welfare is consistently monitored and supported, this includes keeping accurate records of cadet participation, health, and safety information, and ensuring that all necessary consents are in place for activities. Attention to detail in this area helps ensure the well-being of cadets and the smooth operation of squadron activities.

- Ensuring the Squadron training programme includes the full cadet academic syllabus plus provision to deliver all ATC core activities.

I ensure that the squadron training programme is comprehensive, including the full cadet academic syllabus and provisions for all Air Training Corps (ATC) core activities, this involves developing and coordinating training schedules that cover both theoretical and practical components, ensuring that cadets receive a well-rounded education.

- Ensuring all CFAV/Staff Cadets are properly qualified for their roles and functions on the Squadron, including ACTO 99 Mandatory Training.

I ensure that all Cadet Force Adult Volunteers (CFAVs) and Staff Cadets are properly qualified for their roles, including completing the mandatory training required under Air Cadet Training Order (ACTO) 99, this includes verifying qualifications, coordinating necessary training sessions, and ensuring ongoing compliance with training requirements. Properly qualified staff and cadets are essential for maintaining high standards of safety and effectiveness within the squadron.

- Ensuring all arms and ammunition checks are carried out correctly.

I oversee the proper management of arms and ammunition within the squadron, ensuring that all checks are carried out according to established protocols, this includes conducting regular inspections, maintaining accurate records, and ensuring that all arms and ammunition are stored and handled safely.

- Ensuring a CFAV is appointed to run the Squadron inventory.

I ensure that a qualified Cadet Force Adult Volunteer (CFAV) is appointed to manage the squadron inventory, overseeing the tracking and maintenance of all equipment and supplies, this involves appointing a responsible individual, providing necessary training, and regularly reviewing inventory records. Proper management of the squadron inventory is essential for ensuring that all resources are accounted for, maintained, and available when needed.

- Attending meetings on behalf of the Squadron.

I represent the squadron at meetings, both within the organisation and with external stakeholders, this involves preparing for and actively participating in discussions, providing updates on squadron activities, and conveying important information back to my team.

- Ensuring the Civilian Committee are fully aware of the Squadron Business Plan and are up to date with the Squadron activities and progress.

I maintain regular communication with the Civilian Committee, ensuring that they are fully informed about the squadron's business plan, activities, and progress, this involves providing updates, seeking their input, and involving them in decision-making processes.

- Ensuring all ceremonial duties are carried out efficiently in line with AP818 and AP 1358C.

I oversee the execution of all ceremonial duties, ensuring that they are conducted efficiently and in accordance with the guidelines outlined in AP818 and AP 1358C, this includes coordinating parades, inspections, and other ceremonial events, ensuring that all participants are properly trained and equipped. Attention to detail in this area upholds the Squadron's traditions and ensures that all ceremonial activities are conducted with the highest standards of professionalism.

- Ensuring cadets are aware of the current recruitment opportunities to join any of HM Forces.

I ensure that cadets are well informed about current recruitment opportunities within Her Majesty's (HM) Forces, this involves providing up-to-date information, organising recruitment presentations, and facilitating interactions with military recruiters. Making cadets aware of these opportunities, helps them explore potential career paths and prepare for future service in the Armed Forces.

- Ensuring maximum use is made of media communications to raise the Squadron profile.

I use media communications to enhance the squadron's profile, utilising various platforms to showcase achievements, activities, and events, this involves managing social media accounts, and producing content that highlights the squadron's successes

- Safeguard the moral, psychological and physical welfare of children regardless of gender, religion, race, ability, disability, sexuality and social background by protecting them from any form of physical, emotional and sexual abuse or neglect.

I have a paramount responsibility to ensure the safety and well-being of all children under my care, regardless of their gender, religion, race, ability, disability, sexuality, or social background, this duty involves actively safeguarding them from any form of physical, emotional, or sexual abuse or neglect. I must be vigilant in recognising the signs of abuse and take immediate action to protect children by following established safeguarding procedures. I provide a safe environment where children feel secure and supported, promoting their moral and psychological wellbeing by encouraging respect, empathy, and inclusion.

2.6 Job Description Six – RAFAC Sector Commander

Royal Air Force Air Cadets

Sector Commander

Organisation Chart



Terms of Reference

Responsible to

Reporting to OC Wing

Introduction

The post of Sector Commander is established to provide support, direction and governance to the squadrons in your appointed sector in all matters in accordance with RAFAC policy and regulations.

Duties & Responsibilities

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying

Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

General Duties

- Attend all your Sector squadrons on a rotational basis
- Assist with Wing administered courses as required
- Liaise with Wing HQ staff on a regular basis including monitoring the Wing tracker prior to each squadron visit.
- Attend the Primary Wing Events (e.g. Wing Field Day, Wing Athletics & Wing Swimming)
- Contribute to Annual Wing Camp as required
- Attend and report to Wing Staff Officer and squadron management meetings
- Undertake any Special Projects as directed by OC Wing

Sector Commander

- Support and direct Squadron Commanders to provide the core RAFAC activities.
- Support and direct your Squadron Commanders in the efficient running of their Squadrons by promoting and encouraging the use of recognised best practice in administration and training.
- Visit each unit within your sector at least once every quarter, maintaining contact via virtual means between visits.
- Be the initial contact for any Safeguarding matters seeking advice from the WExO, or CPA out of hours, as required.
- Administer the investigation of complaints IAW RAFAC Policy within your sector
- Liaison with the Wing Health & Safety Officer for unit safety Inspections.
- Conduct Fire Arms 6 monthly inspections
- Promote cooperation between Squadrons within the sector with training and visits to broaden both the cadet & staff experience.
- Ensure each squadron has a professionally laid down quarterly programme.
- Liaise with the appropriate WSO Subject Matter Expert (SME) where guidance & support are identified as required.
- Conduct staff interviews for appointment of Civilian Instructors (CI) and Staff Cadets

- Identify, prepare & mentor all applicants for uniformed service or promotion in conjunction with the Staff Development Officer and Wing Warrant Officer.
- Ensure all staff development & training requirements, including ACTO 99 requirements, of both staff and cadets are known and reviewed on a Quarterly basis.
- Ensure all Squadrons participate in all Wing events
- Encourage staff participation in attendance at Wing Events as directing staff or assistants.
- Monitor, with Squadron Commander, the submission of the Form 60 and involve the Wing Chairman at an early stage.
- Attend the HQAC Safeguarding (Child Protection) Awareness Training Course

General Duties

As a Sector Commander, I play a pivotal role in ensuring the effective operation and management of squadrons within my sector. My duties involve regularly attending all sector squadrons on a rotational basis, ensuring that I have a hands on understanding of their operations and needs. Assisting with Wing-administered courses as required, I contribute to the ongoing professional development and training within the Wing, helping maintain high standards across all activities. Regular liaison with Wing HQ staff, including monitoring the Wing tracker before each squadron visit, ensures that I am up to date with current issues, allowing me to provide informed and effective leadership.

My presence at primary Wing events, such as Wing Field Day, Wing Athletics, and Wing Swimming, is essential, not only for oversight but also to foster camaraderie and motivation among the cadets and staff, contributing to the Annual Wing Camp as needed demonstrates my commitment to the broader Wing community and provides an opportunity for me to engage with cadets and staff in a less formal, but equally important, setting. My role also requires me to attend and report to Wing Staff Officer and squadron management meetings, ensuring that communication channels remain open and effective. Finally, I may be tasked with undertaking special projects as directed by the OC Wing, where my leadership and organisational skills will be crucial to their success.

Sector Commander Duties

In my capacity as Sector Commander, I am responsible for supporting and directing Squadron Commanders to deliver the core RAFAC activities effectively, this involves guiding them in the efficient administration and training of their squadrons, encouraging the use of recognised best practices to maintain high standards. I am expected to visit each unit within my sector at least once every quarter, with additional contact maintained through virtual means between

visits, this regular interaction helps build rapport and ensures that any issues can be promptly addressed.

I also serve as the initial contact for safeguarding matters, requiring me to seek advice from the WExO or CPA as necessary, my role includes administering the investigation of complaints in accordance with RAFAC Policy within my sector, ensuring that all matters are handled professionally and in compliance with established procedures. Liaison with the Wing Health & Safety Officer for unit safety inspections and conducting firearms inspections every six months are critical responsibilities, ensuring the safety and security of all squadron activities.

Promoting cooperation between squadrons within my sector is a key aspect of my role, as it helps broaden the experiences of both cadets and staff through shared training and visits. I must ensure that each squadron has a well-structured quarterly program, liaising with the appropriate WSO Subject Matter Expert (SME) to provide guidance and support where needed. Conducting staff interviews for the appointment of Civilian Instructors (CI) and Staff Cadets, and mentoring applicants for uniformed service or promotion, are essential duties that contribute to the development and sustainability of squadron leadership.

Furthermore, I am responsible for ensuring that all staff development and training requirements, including ACTO 99 requirements, are known and reviewed quarterly, this oversight ensures that both staff and cadets receive the necessary training and development to fulfil their roles effectively. Encouraging squadron participation in all Wing events, and promoting staff involvement as directing staff or assistants, helps foster a sense of unity and commitment within the Wing. Monitoring the submission of Form 60 with the Squadron Commander and involving the Wing Chairman at an early stage ensures that administrative processes are completed accurately and on time.

Finally, my attendance at the HQAC Safeguarding (Child Protection) Awareness Training Course underscores the importance of safeguarding within my role, ensuring that I am equipped with the knowledge and skills to protect the welfare of all cadets under my supervision.

Person Specification

This position is a full time Wing Staff Officer post and as such, involvement in Wing management matters is also required necessitating an extensive knowledge of the rules, regulations and policy of the organisation. The successful applicant for this position will be a Commissioned Cadet Force Adult Volunteer that is a strong team player and has excellent communication skills, both written and verbal.

To successfully complete the duties of this position travel to all the units in Trent Wing will be required as well as being easily accessible to assist and advise Squadron Commanders, training officers and other squadron staff.

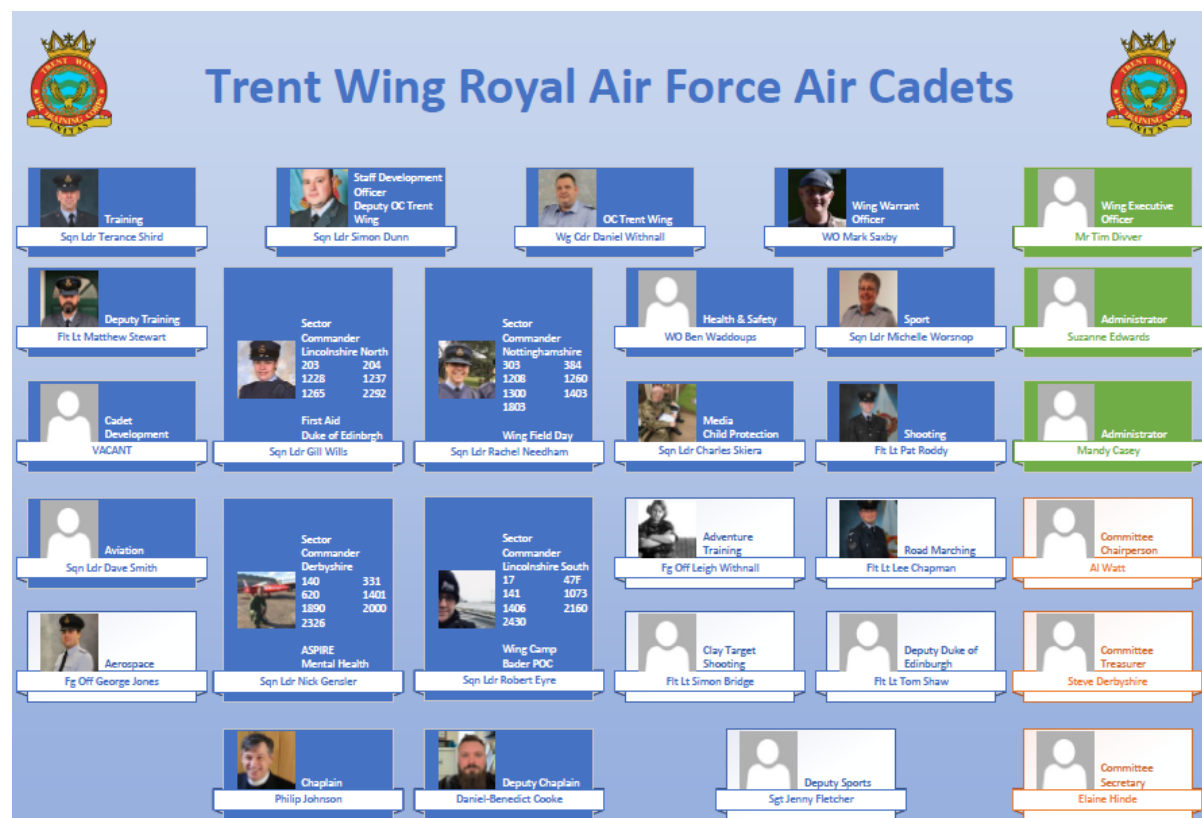
It is highlighted that a Wing Staff Officer post requires a step up in commitment and effort with an increased workload. The nature of the duties does, however, mean that the duties of this post can be much more flexible than a squadron based role.

2.7 Job Description Seven – RAFAC Wing Deputy Training Officer

Royal Air Force Air Cadets

Wing Deputy Training Officer

Organisation Chart



Terms of Reference

Responsible to

Reporting to the Wing Training Officer.

Introduction

The post of Deputy Wing Training Officer is established to provide support to the Wing Training Team and in the implementation of the vision for training and development in Trent Wing.

Duties & Responsibilities

To ensure the vision for training in Trent Wing is implemented appropriately, working to develop systems and processes to ensure a smooth training operation within the Wing. You will have a solid and expert knowledge of all areas of RAFAC training including the progressive training syllabus (PTS). You will also have responsibility for the support and development of

virtual training, the MOI training and assessment process and for monitoring ACTO99 compliance and reporting.

General Duties

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

- To support the objectives and vision of the Wing Training Officer in meeting the needs of training and development in Trent Wing.

I play a critical part in advancing the Wing Training Officer's objectives and vision, ensuring that the training and development needs of Trent Wing are met effectively, this involves understanding and aligning with the strategic goals of the Wing, actively contributing to the continuous improvement of training programs, and fostering an environment that supports the growth and development of all personnel involved.

- To deputise for the Wing Training Officer, where appropriate, and as required, at any meeting or event.

I am responsible for stepping in as the Wing Training Officer when necessary, representing them at meetings or events, this duty requires me to be thoroughly acquainted with ongoing projects, initiatives, and strategic priorities, ensuring that there is no disruption in leadership and that the Wing's goals continue to be pursued immediately.

- To support and develop virtual training as both a supplementary offering to face to face activities and a blended learning approach to minimise travel and overcome accommodation challenges.

My role includes the development and support of virtual training programs, which serve as supplementary to in-person activities, this blended learning approach is essential for reducing travel demands and addressing accommodation challenges, thus making training more accessible and efficient for all personnel. I ensure that virtual training is not only an alternative but also an integral part of the Wing's overall training strategy.

- Support the Wing Training Officer in the creation, development, and management of a broad and diverse Wing training calendar.

Working closely with the Wing Training Officer, contributes to the creation and management of a comprehensive Wing training calendar, this calendar must reflect a wide range of training needs, offering diverse opportunities for development across the Wing. My input ensures that all training events are well planned, relevant, and contribute to the overarching objectives of Trent Wing.

- To support the Wing Training Officer with the planning, management and oversight of Wing training weekends and courses.

I support the Wing Training Officer in the detailed planning, management, and oversight of training weekends and courses, this involves coordinating logistics, ensuring that training objectives are met, and addressing any issues that arise during these events. My involvement is key to the success of these training activities, ensuring they run smoothly and achieve their intended outcomes.

- To collate the agenda, and record and distribute minutes, for Wing Training Team meetings.

I collating agendas and take minutes for Wing Training Team meetings, these documents are critical for maintaining clear communication within the team, ensuring that all members are informed of decisions made, actions required, and follow up activities, which keep the team organised and focused on its goals.

- Support the Wing Training Officer in mentoring and supporting new Squadron Training Officers

I play a crucial role in mentoring and supporting new Squadron Training Officers, providing them with the guidance they need to succeed in their roles, this support ensures that new officers are well prepared to contribute effectively to the Wing's training programs, fostering a culture of continuous improvement and professional development.

- Work with the Wing Training Officer to develop a system of training administration that fits the needs of Trent Wing, including pre and post course administration.

Working with the Wing Training Officer, I help to develop an efficient system of training administration tailored to the needs of Trent Wing, this system encompasses all aspects of training logistics, including pre-course preparations and post-course evaluations, ensuring that training activities are well coordinated and documented.

- Support the Wing Training Officer and SMEs across the Wing in being up to date in the developments and correct administration of the Corps Progressive Training Syllabus.

I assist the Wing Training Officer and Subject Matter Experts (SMEs) in staying current with the Corps Progressive Training Syllabus, my role involves ensuring that all updates and changes are correctly administered and communicated, maintaining the integrity and relevance of the training provided across the Wing.

- Oversight of the Presentation Skills and Method of Instruction qualification process, assessment, and recording. This includes the authorisation and issuing of certificates and lanyards as applicable.

I oversee the entire process related to the Presentation Skills and Method of Instruction qualification, including assessments, recording, and the issuance of certificates and lanyards, ensuring that all personnel who undergo this training are properly certified and recognised for their achievements.

- The management and responsibility for monitoring and reporting on ACTO99 Mandatory Training compliance, escalating any issues to the relevant Wing Sector Commanders or Wing Training Officer as appropriate.

I am responsible for managing and reporting on compliance with ACTO99 Mandatory Training requirements, this involves regular monitoring, identifying any issues, and escalating them to the relevant Wing Sector Commanders or the Wing Training Officer as needed, ensuring that all mandatory training is completed in a timely and effective manner.

- Undertake regular Squadron Visits to support Squadron Training Officers and perform checks and audits of training processes and administration.

I conduct regular visits to squadrons, where I support Squadron Training Officers and audit training processes and administration, these visits help ensure that high standards are maintained across the Wing and that any challenges are addressed promptly.

- Attend regular Region and Wing Training Team meetings.

I attend Regional and Wing Training Team meetings to keep aligned with broader training strategies and initiatives, these meetings provide an opportunity to share insights, discuss challenges, and collaborate on solutions that enhance the training experience across the Wing.

- Carry out specialised duties, tasks or projects as agreed with the Wing Training Officer.

I may be assigned specialised duties, tasks, or projects by the Wing Training Officer, these assignments are critical for addressing specific needs within the Wing and often involve

developing new strategies, implementing innovative solutions, or leading initiatives that require focused attention.

- From time-to-time OC Wing or the Wing Training Officer will delegate additional tasks and responsibilities as required.

Additional tasks and responsibilities may be delegated to me by the OC Wing or the Wing Training Officer, these tasks are often time-sensitive or critical to the Wing's operations, requiring me to be adaptable, proactive, and capable of managing multiple priorities effectively.

Person Specification

This position is a full time Wing Staff Officer post and as such, involvement in Wing management matters is also required necessitating an extensive knowledge of the rules, regulations, and policy of the organisation. The successful applicant for this position will be a Uniformed Commissioned Cadet Force Adult Volunteer that is a strong team player and has excellent communication skills, both written and verbal.

To successfully complete the duties of this position, travel to all the units in Trent Wing will be required as well as being easily accessible to assist and advise Squadron Commanders, Squadron Training Officers and other squadron staff on training matters.

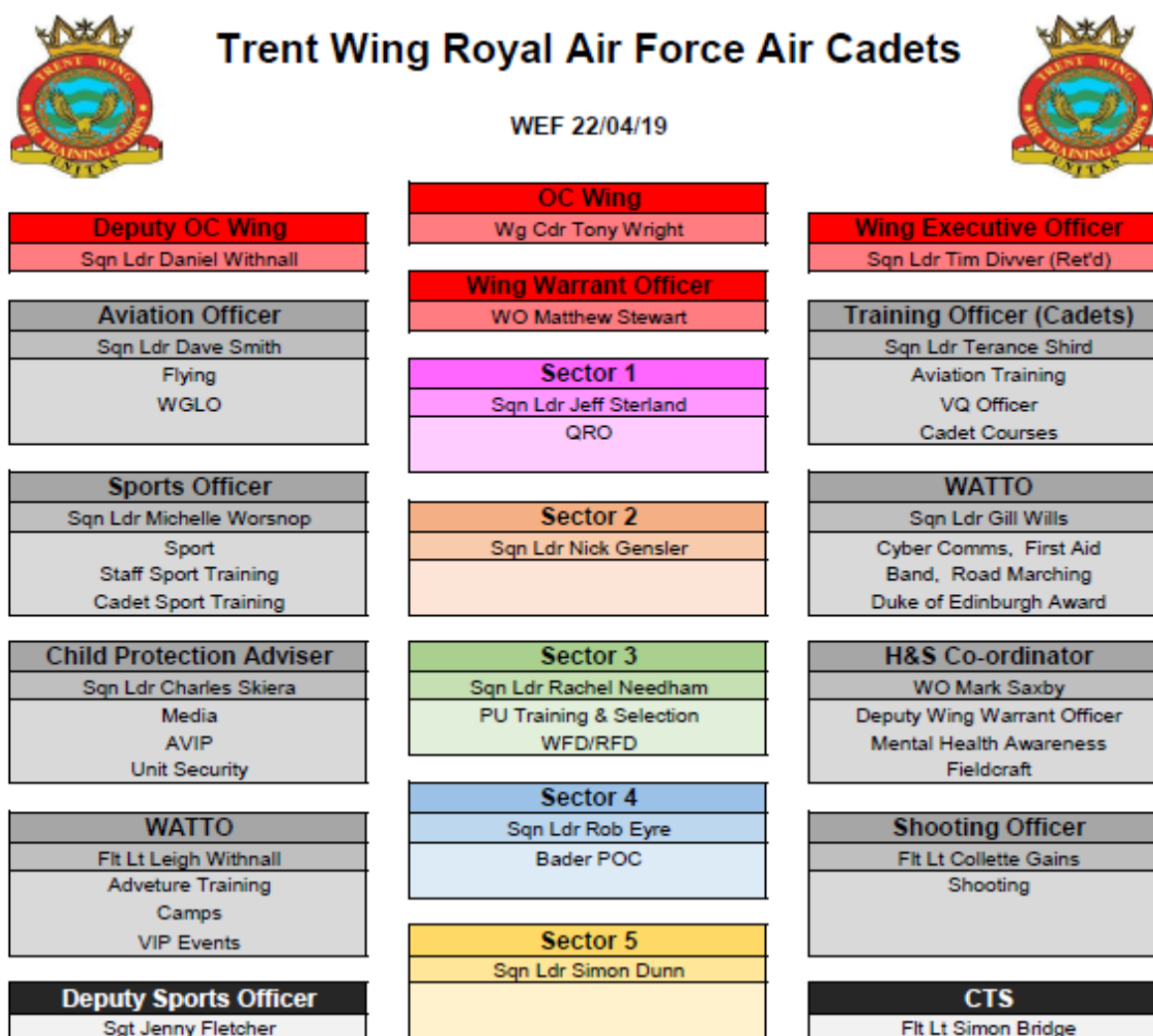
It is highlighted that a Wing Staff Officer post requires a step up in commitment and effort with an increased workload. The nature of the duties does, however, mean that the duties of this post can be much more flexible than a squadron-based role.

2.8 Job Description Eight – RAFAC Wing Warrant Officer

Royal Air Force Air Cadets

Wing Warrant Officer

Organisation Chart



Terms of Reference

Responsible to

Reporting to OC Wing.

Introduction

The post of Wing Warrant Officer is established to provide an advisor to OC Wing and Senior Officers on matters that concern or interest WO (RAFAC), FS (RAFAC), Sgt (RAFAC) staff and cadets. The post is the senior WO appointment within the Wing and a stand-alone position

that brings with it the added responsibility of membership of the Wing staff and the senior WO cadre in the RAFAC, working with the Royal Air Force Air Cadets Commandant's Warrant Officer (RAFAC Commandant's WO) other Corps-level WOs (Command WOs), and the Regional WOs (RWO) to ensure the reputation, standards and conduct of the RAFAC staff and cadets are beyond reproach.

Duties & Responsibilities

Learning Area 3 – Leadership and Management. The Learning Outcome – Leading and Managing Teams Efficiently. The Learning – Applying Leadership and Management Models and Theories. Applying Conflict Management Models and Techniques. Applying Change Management Theories and Concepts. Practice Communication Models and Theories. Learning Evidence – training courses, peer testimonials, work produced evidence, personal reflection journal entries and scholarly reading.

General Duties

- Attend all squadrons on a rotational basis
- Assist with Wing administered courses as required
- Liaise with Wing HQ staff on a regular basis
- Attend the Primary Wing Events (e.g. Wing Field Day, Wing Athletics & Wing Swimming)
- Contribute to Annual Wing Camp as required
- Attend and report to Wing Staff Officer Meetings
- Undertake any Special Projects as directed by OC Wing

Wing Warrant Officer

- Comply with National Terms of References (TOR's) including those highlighted below.
- Liaise with the OC Wing on a regular basis on topics related to RAFAC WO, RAFAC SNCO, CI and cadet issues.
- With the support of OC Wing and WSO's organise and run promotional boards for RAFAC Sgts, FS and WO's as required.
- Liaise with RWO on a regular basis on topics related to RAFAC WO, RAFAC SNCO, CI and cadet issues.
- Support the CACWO and the RWO with the running of National and Regional events and competitions.
- With the support of the OC Wing, organise an annual Conference for RAFAC WO's, FS's, and Sgt's in order to promote standardisation and best practise.
- Organise and run training days to maintain Drill and Ceremonial standards for all staff.

- Organise and run the annual Wing Drill and Banner Drill Championships as part of Wing Field Day
- Lead the RAFAC WO's, FS's, Sgt's and cadet's by personal example, with a special emphasis on raising the standard of professionalism within these roles and promoting pride in the RAFAC SNCO cadre.
- Liaise with OC Wing and Wing Training staffs to assist in the professional development of the junior officer cadre, especially in terms of dress, drill, uniform standards and promoting the core values of the RAFAC.

General Duties

I attend all Squadrons on a Rotational Basis, with regular visits to all squadrons within the Wing, attending each squadron on a rotational basis, ensures that leadership is visible and accessible, fostering a sense of unity and consistency across the Wing. This also provides me with the opportunity to assess the ongoing activities, identify areas for improvement, and offer guidance to Squadron commanders and staff.

Assisting with Wing administered courses, involves logistical support, offering subject matter expertise, or helping to coordinate the course delivery, this ensures that these courses are executed smoothly, contributing to the overall professional development of both cadets and staff within the Wing.

I liaise with Wing HQ Staff on a regular basis which is essential for ensuring that operations across the Wing are cohesive and aligned with strategic goals. This liaison helps to keep all parties informed of any updates, changes, or developments, ensuring that the Wing functions efficiently and effectively.

I attend primary Wing events, such as the Wing Field Day, Wing Athletics, and Wing Swimming, this is crucial for providing leadership and ensuring the smooth running of these large-scale activities. These events are key moments in the Wing's calendar, promoting camaraderie, competition, and the core values of the RAFAC, and my role is to oversee and support their success.

I participate in the Annual Wing Camp, where your responsibilities may range from logistical support to direct involvement in training activities, this ensures that the camp is a valuable and memorable experience for cadets, enhancing their skills and fostering their development within the RAFAC framework.

Attending Wing Staff Officer meetings allows me to stay informed about strategic decisions and operational updates, my reports and insights during these meetings help shape the direction of the Wing, ensuring that my areas of responsibility are effectively managed and that any issues are promptly addressed.

I may be assigned special projects by the OC Wing, which could involve a variety of tasks aimed at improving Wing operations or addressing specific challenge, these projects require me to be flexible, proactive, and innovative, using my expertise to drive success in areas that are critical to the Wing's mission.

Wing Warrant Officer Duties

I comply with National Terms of Reference (TORs) As the Wing Warrant Officer (WO), it is essential that I adhere to the National Terms of Reference (TORs) that outline my responsibilities, this includes understanding and implementing the directives that govern my role, ensuring that my actions are in line with national standards and expectations.

Regular communication with the OC Wing regarding RAFAC WO, RAFAC SNCO, CI, and cadet issues is a vital part of my role, maintaining this dialogue, I ensure that the needs and concerns of these groups are addressed promptly and effectively, contributing to the overall well-being and efficiency of the Wing.

I am responsible for organising and conducting promotional boards for RAFAC Sergeants (Sgts), Flight Sergeants (FSs), and Warrant Officers (WOs), these boards are critical for the professional advancement of personnel within the RAFAC, and my role ensures that the process is fair, transparent, and aligned with the Wing's standards.

Maintaining a regular connection with the Regional Warrant Officer (RWO) is essential for staying informed about broader RAFAC WO, RAFAC SNCO, CI, and cadet issues, this liaison helps me align my efforts with regional and national priorities, ensuring that the Wing remains integrated within the wider RAFAC structure.

In collaboration with the Commandant Air Cadet Warrant Officer (CACWO) and the RWO, I support the planning and execution of national and regional events and competitions, to ensure that these events uphold the high standards of the RAFAC and provide valuable experiences for all participants.

I organise an annual conference for RAFAC WOs, FSs, and Sgts, which aims to promote standardisation and best practices across the Wing, this conference is a key professional development opportunity, fostering a culture of excellence and continuous improvement within the RAFAC SNCO cadre.

To maintain high standards of drill and ceremonial practices, I organise and conduct training days for staff, these sessions ensure that all personnel are proficient in drill and ceremonial duties, which are central to the discipline and identity of the RAFAC.

As part of the Wing Field Day, I lead the organisation and execution of the Wing Drill and Banner Drill Championships, these competitions are not only a test of skill but also a means of instilling pride and professionalism in the cadets and staff, reinforcing the values of the RAFAC.

As a Wing WO, I lead by example, setting a high standard of professionalism for RAFAC WOs, FSSs, Sgts, and cadets, my leadership elevates the overall standards within the Wing, fostering a culture of pride and commitment to the RAFAC's core values.

In collaboration with OC Wing and Wing Training staff, I assist in the professional development of the junior officer cadre, particularly in areas such as dress, drill, uniform standards, and the promotion of RAFAC core values, preparing these officers for future leadership roles within the RAFAC.

Person Specification

This position is a full time Wing Staff Officer post and as such, involvement in Wing management matters is also required necessitating an extensive knowledge of the rules, regulations and policy of the organisation. The successful applicant for this position will be a Cadet Force Adult Volunteer in the rank of Warrant Officer that is a strong team player and has excellent communication skills, both written and verbal.

In light of the key role WWOs play in public ceremonial events, candidates for the role would be expected to have extensive knowledge of all RAF and RAFAC policy regarding drill, uniform and ceremonial.

The WWO works direct to the OC Wg but has a "dotted line" responsibility to the RAFAC Comdt's WO via the RWO. Hence, the WWOs will be invited to contribute to the Corps Conference of WOs and to support Corps-level events by ensuring that, from a uniform, drill and ceremonial perspective, their Wing is aligned with the rest of the Region, which itself will be tasked with aligning with the direction set out by the more senior WOs.

To successfully complete the duties of this position travel to all the units in Trent Wing will be required as well as being easily accessible to assist and advise Squadron Commanders, training officers and other squadron staff.

It is highlighted that a Wing Staff Officer post requires a step up in commitment and effort with an increased workload. The nature of the duties does, however, mean that the duties of this post can be much more flexible than a squadron based role.

3.0 Learning Areas

3.1 Learning Area 1

Title of Learning Area: My Self-development as a Coach

Learning Theme: Coaching & Mentoring

Amount of Credit Claimed: 60 Credit Level: 7

Learning Outcomes:

My experience over the last five (5) years has enabled me to achieve the following outcomes:

- a) Utilise appropriate coaching models in order to create awareness and learning in the coachee, resulting in them unlocking their potential and identifying a required change in their practice. (Boyatzis et al., 2019; Whitmore, 2010)
- b) Identify and implement effective communication strategies and practices when in conversation with the coachee. (Coaching Competencies)
- c) Develop and adopt an integrative and reflective way of being towards enhancing the quality of the coaching conversation. (Being a reflective practitioner)
- d) Establish and nurture a more effective relationship with the coachee. (Being in the interpersonal space with the client)
- e) Critically evaluate and review the Practice of Mentoring, Coaching and Communication Models and Theories.

3.2 Learning Area 2

Title of Learning Area: Managing Events and Courses that enable learning.

Learning Theme: Education & Training

Amount of credit claimed for learning area: 60 Level: 7

Learning Outcomes:

My experience over the last five (5) years have enabled me to achieve the following outcomes:

- a) Design and administer assessment tools for gathering baseline data that informs relevant learning interventions and coaching programmes.
- b) Negotiate and introduce learning and development plans for individuals and teams based on the assessed learning requirements.
- c) Implement programmes to support learning and development of individuals / teams to align with the achievement of strategic objectives.
- d) Critically evaluate the effectiveness of learning interventions to determine impact on learning (for individuals, teams and organisations).
- e) Critically appraise the practice of the delivery of training events.

3.3 Learning Area 3

Title of Learning Area: Leadership and Management.

Learning Theme: Leading and Managing Teams Effectively

Amount of credit claimed for learning area: 60 Level: 7

Learning Outcomes:

My experience over the last five (5) years have enabled me to achieve the following outcomes:

- a) Application of Leadership Models and Theories to Lead Teams in Practice.
- b) Application of Management Models and Theories to Manage Teams in Practice.
- c) Application of Change Management Theories and Concepts to Lead and Manage Change in Practice.
- d) Application of Conflict Management Models and Techniques to Manage Conflict in Practice.

5.0 Summary of Supporting Evidence

5.1 Learning Area 1: My Self-development as a Coach. Learning Theme: Coaching & Mentoring

Introduction

Before embarking on my journey of self-development as a coach, my knowledge and skills in this area were largely theoretical. I had a basic understanding of coaching principles, acquired through formal education and initial training, however, my practical experience was limited, and I lacked the depth of understanding that comes from applying these principles in real-world situations. My coaching practice was often guided by rigid frameworks and an over reliance on established techniques, which sometimes made my approach feel formulaic. I recognised the need for growth in my ability to adapt to different coaching contexts, connect on a deeper level, and cultivate a more fluid, intuitive coaching style. It is within this context that I engaged in experiential learning, seeking to refine and enhance my coaching practice through real-life application and reflective practice.

What? (Description of the Experience)

The experiential learning that I have gained as a coach has been transformative. Through various coaching sessions, workshops, and mentoring opportunities, I have been able to apply theoretical knowledge in practical settings, this hands-on experience has allowed me to experiment with different coaching styles, strategies, and tools, adapting them to meet the unique needs of each client. One particular experience that stands out is my involvement in a coaching program designed to support new lecturers. This program required me to navigate complex dynamics, including varying levels of leadership experience, diverse communication styles, and differing personal and professional goals among the participants.

So What? (Analysis of the Learning)

Reflecting on these experiences, I realise how significantly my practice has evolved. Initially, I approached coaching with a more directive style, focusing on providing solutions rather than facilitating the problem-solving process. However, through experiential learning, I began to appreciate the importance of active listening, asking powerful questions, and creating a space to explore thoughts and feelings, this shift in approach not only improved the outcomes of my coaching sessions but also deepened trust and rapport.

The impact of this learning on my practice has been profound. I have developed a more centred approach, where the focus is on empowering individuals to discover their own

solutions, this has led to more sustainable and meaningful outcomes for coachees, as they feel more ownership over the process and results. Additionally, I have become more comfortable with ambiguity and less reliant on structured models, which has allowed me to be more present and responsive in my coaching sessions.

Now What? (Application to Future Practice)

The insights and skills I have gained through experiential learning will significantly influence my future coaching practice. Moving forward, I will continue to prioritise the development of a strong coaching presence, characterised by deep listening, empathy, and flexibility. I plan to further integrate reflective practice into my routine, regularly evaluating my coaching sessions to identify areas for improvement and celebrate successes.

Moreover, I aim to expand my coaching repertoire by exploring new methodologies and approaches, ensuring that I remain adaptable and responsive to the evolving needs of my clients. I also intend to engage in continuous professional development, seeking out opportunities for advanced training and peer collaboration.

5.2 Learning Area 2: Managing Events and Courses that enable learning. Learning Theme: Education & Training

Introduction

Prior to managing events and courses designed to enable learning, my knowledge and skills in this area were limited to theoretical understanding and minimal practical experience. I had a foundational grasp of event planning and course management, including the logistical and administrative tasks involved, but I lacked the hands on experience needed to effectively execute these tasks in a real-world setting. My approach was often rigid and overly focused on the mechanics of planning, with less attention given to the learner's experience and the dynamic nature of educational events. Recognising this gap, I sought opportunities to gain experiential learning, aiming to refine my skills and develop a more holistic and effective approach to managing learning events and courses.

What? (Description of the Experience)

The experiential learning I have gained in managing events and courses has been both challenging and rewarding, I have had the opportunity to plan and oversee several educational events, ranging from small workshops to larger, multi-day courses. One notable experience involved organising a professional development course for instructors, which required

coordinating multiple stakeholders, managing resources, and ensuring that the content delivered was both engaging and impactful. Throughout this process, I encountered numerous challenges, including last minute changes in the schedule, varying levels of participant engagement, and technical issues with the virtual learning platform.

So What? (Analysis of the Learning)

Reflecting on these experiences, I can see how they have significantly enhanced my practice. Initially, I approached event and course management with a focus on logistical efficiency, ensuring that all elements were in place and that the event ran smoothly. However, through experiential learning, I began to understand the importance of flexibility, adaptability, and a learner centred approach. I learned to anticipate and respond to the needs of participants in real-time, making adjustments to the schedule and content delivery as necessary to enhance the learning experience.

This shift in focus had a profound impact on the success of the events I managed, prioritising the learner's experience and being responsive to their needs, I was able to create more engaging and effective learning environments. For example, during the professional development course, I introduced interactive elements such as breakout sessions and live polls to increase participant engagement, this not only improved the overall learning outcomes but also received positive feedback from participants, who felt more involved and valued throughout the course.

Additionally, I have gained a deeper understanding of the importance of thorough preparation and contingency planning. My experiences taught me that while it is essential to have a well structured plan, it is equally important to be prepared for the unexpected and to remain calm and resourceful when things do not go as planned, this ability to adapt and problem-solve in real time has become a critical component of my practice.

Now What? (Application to Future Practice)

The experiential learning I have gained in managing events and courses will greatly influence my future practice. Moving forward, I will continue to prioritise a learner centred approach, ensuring that the needs and expectations of participants are at the forefront of my planning and execution, I also plan to integrate more interactive and participatory elements into the events and courses I manage, fostering a more engaging and inclusive learning environment.

Furthermore, I will place a greater emphasis on contingency planning, developing more robust strategies to handle unforeseen challenges and minimise disruptions to the learning experience. This includes improving my technical skills and familiarising myself with the latest

virtual learning platforms and tools to ensure smooth and efficient course delivery, particularly in an increasingly digital learning landscape.

I also intend to engage in continuous reflection and professional development, seeking feedback from participants and colleagues to identify areas for improvement and to stay current with best practices in event and course management. By doing so, I will ensure that I continue to grow and evolve in my role, ultimately enhancing the quality and impact of the learning events and courses I manage.

The post-compulsory education and training sector is very diverse, informal learning and lifelong learning (Trotman et al., n. d.) and many practitioners come from various sectors, including community adult learning, work-based learning, higher education, and further education. Practitioners in further education (FE) and work-based learning (WBL) are part of a highly diverse workforce, which plays a vital role in promoting the social and economic well-being (GOV.Wales, 2023). Also included are professional trainers in organisational settings such as the NHS, police, armed forces, youth organisations, practitioners in the voluntary sector and independent practitioners such as those offering private tuition or instruction. Teacher is a collective term used throughout Ofsted's Further Education and Skills handbook to refer to teachers, trainers, lecturers, mentors, assessors and staff in similar roles (GOV.UK, 2023). Vocational teachers and lecturers have jobs that in many ways are more demanding than those of academic teachers (OECD, 2014). They need to have knowledge and experience of the range of skills and knowledge needed to work in the occupational sector in which they teach and they also need to know how to convey those skills to others (Greatbach and Tate, 2018).

Course management systems (CMS) sometimes called Learning Management Systems (LMS) for distance education, is a collection of software tools providing an online environment for course interactions (McDaniel, 1970). The software correctly implemented will be able to streamline educational delivery online, and drive efficiencies in terms of planning, teaching, learning, assessment and tracking progression. CMS are an extremely useful tool to handle a large number of students in a multidisciplinary approach to education (Mustak, 2021).

Distance learning has the capacity to enable students to be independent, active, and responsible for their own development; it also provides flexible learning opportunities (Waldow and AuCoin, 2023). All distance education programs must make sure to develop minimum competency standards for distance instructors and provide them with ongoing, high-quality professional development, so that they in turn can provide the high-quality instruction that will hopefully result in improved student learning (Burns, 2011).

Challenges faced in teaching distance education courses, such as the large number of students and the diversity of their backgrounds; dictate the use of more customised support for students (Fathelrahman, 2019). At the heart of the learning organization is a change in philosophy from instruction and training to learning, and a key element in distance training is the students' taking responsibility for their own learning (Berge, 2003).

Zimmerman et al. (2020) opine the availability of quality standards does not ensure appropriate application or measurement, thus the call for investigation of how standards and processes are implemented within an institution. This leads onto effective quality assurance policies and processes that organisations have in place to guarantee that quality standards are met and maintained throughout the delivery of online education.

Learning Management System (LMS), also known as an e-learning platform enables the training process both online and offline. The top famous e-learning platforms include Moodle, Blackboard, Canvas, eCollege, Cornerstone, SumTotal, and WebCT (Shurygin et al., 2021).

5.3 Learning Area 3: Leadership and Management. Learning Theme: Leading and Managing Teams Effectively

Introduction

Prior to gaining significant experience in leadership and management, my understanding of leading and managing teams effectively was primarily theoretical, with some practical experience. I had a basic knowledge of leadership principles, such as the importance of communication, delegation, and motivation, but I lacked the practical experience necessary to apply these concepts. My initial approach to leadership was somewhat rigid, focused on task completion and authority rather than on fostering collaboration, trust, and empowerment within the team. Recognising the limitations of this approach, I sought to develop my leadership and management skills through hands-on experience, aiming to refine my ability to lead and manage teams more effectively.

What? (Description of the Experience)

Through experiential learning, I have had the opportunity to lead and manage teams in various settings, ranging from small project groups to larger, cross-functional teams. One of the most significant experiences was leading a team tasked with delivering a complex project under tight deadlines. This role required me to coordinate the efforts of team members with diverse skills and backgrounds, manage conflicts, and keep the team focused on our objectives despite various challenges.

During this period, I encountered several situations that tested my leadership abilities, such as managing underperforming team members, navigating interpersonal conflicts, and maintaining team morale during stressful periods. These experiences provided me with valuable insights into the complexities of leadership and the importance of adaptability, emotional intelligence, and effective communication.

So What? (Analysis of the Learning)

Reflecting on these experiences, I realise how they have profoundly impacted my approach to leadership and management. Initially, my leadership style was more directive, with a focus on controlling outcomes and ensuring tasks were completed according to plan. However, through the challenges and successes I encountered, I learned that effective leadership is not about exerting control but about inspiring and enabling others to perform at their best.

I discovered the importance of empowering team members by delegating responsibilities and trusting them to take ownership of their work, this shift in approach not only increased the team's efficiency but also fostered a sense of ownership and accountability among team members. I also learned the value of active listening and open communication, which helped me build stronger relationships within the team and address conflicts more effectively.

Furthermore, I gained a deeper understanding of the role of emotional intelligence in leadership, becoming more attuned to the emotions and motivations of my team members, I was better able to support them through challenges, maintain morale, and create a positive and collaborative team environment. This experiential learning has taught me that leadership is as much about managing people as it is about managing tasks.

Now What? (Application to Future Practice)

The experiential learning I have gained in leading and managing teams will significantly influence my future practice. Moving forward, I will continue to prioritise the development of a collaborative and supportive team culture, where team members feel valued, empowered, and motivated to contribute their best work. I plan to further develop my skills in emotional intelligence, ensuring that I remain sensitive to the needs and dynamics of my team and that I can effectively manage both the emotional and practical aspects of leadership.

I also intend to refine my delegation skills, balancing the need for oversight with the need to empower team members to take ownership of their work, improving team performance and contributing to the professional growth and development of individual team members.

Moreover, I will place a greater emphasis on continuous learning and reflection, seeking feedback from my team and colleagues to identify areas for improvement and to stay current

with best practices in leadership and management. This commitment to ongoing development will ensure that I continue to evolve as a leader, capable of adapting to new challenges and leading teams effectively in a variety of contexts.

Management is the process of getting activities done efficiently and effectively making decisions on what to do and how to do it and then checking that it is done. What distinguishes managers from other people working in an organisation is that they direct the work of others (Rumble, 2002). The aim of distance education is to provide a strong communication between students and lecturers (Kaya Keleş and Özel, 2016). Distance learning requires management and administration. Once a distance learning course starts, there are deadlines to meet, assessments to record, materials to present, students to track, communications to manage, problems to solve, records to keep (Taylor et al., 2020).

Learning Management Systems (LMS) provide a virtual platform for e-learning, providing management, student monitoring, delivery, learning tracking, testing, communication, enrolment process, and scheduling (Toxirjonovich, and O'g'li, 2022). E-learning leads to positive learning outcomes, such as a high level of learning achievement and higher-order thinking abilities (Lee et al., 2019).

Considering Moore's (1993) theory of transactional distance (TD), the distance experienced by each learner is affected by the autonomous characteristics of the learner and the learning style of the instructor (Shearer, 2021). Adapting to the online environment can be a challenge for both facilitators and students alike (Kirkwood and Price, 2014). The importance of facilitating and supporting social interaction and relationship development is important (Stoessel et al., 2015).

The management of face to face and distance learning may be viewed as the same, as the management involves managing courses, lecturers and learners. As managers direct the work of others (Rumble, 2022), the processes followed and managerial decision-making is the same. The management of quality needed adapting, to ensure that the quality of the course material, the teaching and learning delivery, the LMS mode of delivery, and the quality assurance is maintained.

The management of course design, evaluation and quality of distance learning courses is a lengthy and continuous process of course evolution to ensure the courses are fit for purpose, and satisfy the learners needs and expectations. In response to that, the management of lecturers to ensure that all learners' needs are met is challenging to ensure in the digital space, as mentioned by Fathelrahman (2019) it may dictate the use of more customised support for students. The management of the classroom environment will be more challenging for lecturers due to lack of visual contact with learners as it is not always appropriate to have the

learners cameras turned on, therefore it is difficult for lecturers to monitor student engagement and activity, therefore a robust management strategy solution is required to assure learner engagement.

Therefore, for managers of DL, the management of encouraging student engagement, measuring student engagement and the management of classes online is critically important to the effectiveness of the engagement of learners in the teaching and learning sessions, and learner achievement and success. As suggested by Rudenko et al. (2020) DL is challenging lecturers to see if learners are focussed on the tasks presented within online class sessions. Berge (2003) opines that a key element of DL is to elicit student buy in to the online course so that they will take responsibility for their own learning journey, this is a challenge for managers to facilitate and encourage this via lecturers in their approach to managing the lecturer – learner relationship.

The F2F course delivery has been moved to DL course online delivery, using various virtual learning environment (VLE) platforms such as Blackboard, Moodle, and Canvas, and group communication software applications such as MS Teams, and Zoom to ensure the continuum of ITT delivery. As a result the management of the course design for DL, and the course delivery has challenged many educational organisations, in terms of how they engage lecturing staff in the process, and maintain the quality standards of both the DL course material, the practical delivery by the lecturer, the output product from the learner, and satisfying the standards of the awarding bodies.

6.0 Personal Reflections on activities and individual performance to improve practice.

Below are critical reflections of activities I have undertaken, the impact that has had upon myself, and the impact this has had on my practice, and the practice of my colleagues.

Reflection 1 – Academic Studies at Masters Level – MSc Project Management – University of Lincoln

Studying at the University of Lincoln in Project Management has been a very challenging journey, balancing part time University study with a busy work, social and family commitments.

To satisfy the increasingly high and diversified demands, educators believe that schools must transform into learning organisations that intentionally and continuously strive for quality improvement. Reflecting on the constant quality assurance processes, internal quality departmental meetings with myself and colleagues there is a continual demand for lecturers to give management the assurance that they are following organisational policy, in actuality I believe that in the majority of cases this is true, however it would be very naïve of me to assume that assurance is given 100% across the whole of all educational organisations.

I believe in fostering honesty and integrity in the workplace, and engendering professional status where management gives the respect and courtesy due to the professionals within their charge, and allow them freedom of movement to approach their professional practice administering their own values, standards and beliefs, which in turn will ensure that the assurance is given by default. Different types of relationships between students, teachers, and leaders are emerging in schools that are learning organisations and are based on a standard set of characteristics such as a trusting and collaborative environment of shared and monitored mission, taking the initiative and risks, and ongoing relevant professional development (Hallinger, 2020). Therefore, surely it is critical that the senior and middle management teams all adopt a common respectful approach when liaising with departmental lecturers, which will generate a common sense of organisational pride, and sense of belonging that will promote a more self-critical analysis of one's own practice, that will in terms of meeting and ensuring quality is self-perpetuating. I have on many occasion used the understanding gained from studying organisational psychology, policy practice, and using soft management skills, establishing trusted relationships with learners is key, I have been able to build, maintain teacher / learner relationships in which I have been able to influence learner's perception to education, and shift their attitude to become more studious. I have also been able to shift the perception of my colleagues so they align with the organisational vision and strategy.

Workplace happiness has been recognised as an essential factor for productive job performance. It has been asserted by Kun and Gadanez (2019) that happy teachers lead to improve the student's performance and capacity. Teachers' happiness also leads to improving the institute's performance. Teachers' happiness, distributive leadership, organisational learning, and development were found to be linked with the increasing teachers' recruitment and development by school leaders (Bush, Bell and Middlewood, 2019).

What? Myself and my colleagues have from time to time not been in a happy place, and discontent has set in due to organisational issues, lack of internal support from line management when decisions have been passed down from high, and at grass roots we can all see a better way to approach and deal with the issue at hand, however are not allowed to intervene and give our alternative viewpoint.

So What? This has led to staff feeling undervalued, unappreciated, and not kept in the loop in terms of what the big picture is and where the actions being taken will lead to in terms of benefits to all involved. Many times I have used coaching and mentoring skills, twinned with teamwork and followership knowledge I have learnt on my studies to ensure harmony within the department, and to build the team, reinforce relationships with colleagues so that our departmental team is a cohesive, efficient and successful team that delivers success. I have been able to coach and mentor learners in my classes, which gave them a better grounding, a sense of direction and the ability to take ownership of their learning journey and drive towards self-actualisation.

It is possible for teachers who are overseen by a skilled and well-supported leadership team to develop a feeling of pride and direction in their job (Tian and Huber, 2019). Giving teachers more control over their jobs would increase the quality of classroom instruction while also making the profession more appealing as a career option for young people. Teachers who connect with their students in meaningful and purposeful ways are more likely to stay in the profession since they feel respected and encouraged in the workplace (Gigliotti and Ruben, 2017).

What Now? I am an advocate for the use of transactional leadership within organisations, and do use that concept in my workplace. My studies touched on relationships in the workplace, business relationships, and how to get the best out of staff from a leadership perspective. This has allowed me to manage the relationships of myself, my colleagues and management staff so that everyone gets on together and drives towards common ground. I have also used transactional analysis with learners to address conflict, inappropriate behavioural issues, and establish balanced discipline within sessions and classes.

Reflection 2 – FE In Industry Placement

I am committed to maintaining and updating my own subject specialism knowledge by undertaking CPD which directly benefits my professional development enhancing by professional educational practice.

What? I visit local industry workplaces to talk to employees and employers and see what current practices are in place. I have meetings with managers of local business within the construction and civil engineering sector and we discuss engineering and construction processes, key changes in legislation and regulations which has impacted current practice, we look to see what if any future changes need to be made to align to current standards and reflect on progress made to ensure best practice and conformity is met.

So What? I reconnected with the Construction and the Built Environment Industry sector, reinforcing current construction practices and the future direction in terms of sustainable and environmental consideration within modern construction and civil engineering projects.

What Now? My CPD FE in Industry visits ensures up to date current practices and the commitment to sustainability and environmental consideration within the Construction and the Built Environment Industry sector are contextualised to align with the programme of study module subjects. I will be able to provide teaching, learning and assessment that so as to stimulate and engage learners throughout their learning journey, so they can relate and apply knowledge and understanding in their own practice within their workplace. I will incorporate this modern method of construction technique as an example in practice how it can benefit all stakeholders engaged in projects. In delivery, I will make a tangible link between, construction theories to the practical application.

Reflection 3 – Professional Competency Maintenance

I am committed to maintaining and updating my own subject specialism knowledge by keeping updated by reading journals and email updates from professional institutions and industry bodies (IHE, ICE, CITB, CIOB, SET and NCFE).

What? I have sat Functional Skills assessments and undertaken an IQA training course. I have undertaken safeguarding refresher training, and training on different VLE platforms such as Canvas and Moodle and OneFile.

So What? This enables me to maintain and improve my skills; knowledge and understanding, which has a positive impact upon my practice.

What Now? I am able to use the consolidated and reinforced skillset and knowledge to add to the teams' portfolio, enhancing the quality of delivery and to provide collaborative practice with my colleagues.

Reflection 4 – Ongoing Teacher Training - ATS

I have always had a passion for teaching and learning and enjoy delivering specialist subject knowledge and training to learners and seeing the learners develop and grow in the attainment of knowledge, skill and confidence. I have undertaken various teaching qualifications at L3, L4 and L5 and also progressed onto undertaking mentoring qualifications at L3, L4 and L5 which have given me the academic knowledge that underpins / supports my vocational experience and improve by best practice. Joining SET's predecessor IfL as a student / full member and progressing through Professional Formation leading to being awarded QTLS has given me the confidence in my professional ability as a teacher and I feel that by progressing to ATS is the next 'big' step in my professional development.

What? I have extensive experience in teaching, delivering training programs and in an instructional management role. I fully utilise my interpersonal skills and considerable knowledge to nurture / develop both learners and peers. As a manager, supervisor, and subject matter expert, I set the standards my peers / learners aspire to and I am an integral part of the decision-making team, always providing excellent considered advice when requested. I have a methodical approach to problem solving, with a keen mind and an innate eye for detail enabling myself to think problems through to a logical, timely and workable solution. I possess proven communication, supervisory, managerial skills, in-depth engineering, and management expertise, all of which are transferable skills, which enable me to deliver high quality teaching. I am articulate and my written work is timely and accurate, I am required to liaise and interact with internal and external agencies in order to establish and maintain channels of communication and foster a cooperative working relationship. I deliver highly effective teaching to learners, very quickly establishing a rapport and empathy with my target audience by utilising my confident relaxed and succinct manner. I have an understanding personal nature and take the time to listen and answer concerns fully; I am also very adept at defusing confrontation and dealing with matters definitively but without causing offence.

So What? The anticipated positive impact of undertaking ATS covers many areas, which will benefit my organisation and myself. The advanced knowledge gained will enable me to successfully engage with learners on a higher professional educational level, it will enhance my educational teaching, learning and assessment knowledge and skills, so my practise will

be better informed and to a higher standard delivery. I will be able to provide an outstanding provision of teaching enabling learners to benefit across many areas, academically, technically, and professionally in the subject area, they are undertaking.

What Now? There are new staff starting at the beginning of the next academic year (September 2023) that could really benefit from my experience across the whole college. Especially as there will be a new team member in construction and the built environment. I have spoken to my Programme Lead regards being assigned as a mentor. I am also on the colleges' the list of available mentors, to provide coaching and mentoring to staff.

There are many opportunities to undertake a quality improvement project (research project) that has impact at strategic level across the college as an organisation. A quality improvement project that I would undertake would be to study how feedback is delivered to students across the different levels of provision (L1, L2, L3, and L4+). I would look at the various feedback delivery models (PCP, STAR, SBI, and DESC etc.) the setting when feedback is delivered (informal, formal, initial, formative, and summative) and look at the method of communicating the feedback (verbal, written, hot, cold, etc.). From the results of the project, I would be able to recommend best-fit feedback practice to suit the level of learners to allow them to improve, and maximise their own potential.

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Appendix 1 Curriculum Vitae - Matthew Stewart

Please see Appendix 1 attached separately.

Appendix 2 Curriculum Vitae - Flt Lt Matthew Stewart RAFAC

Please see Appendix 2 attached separately.

Appendix 3 CV & JD Annotation & Learning Areas

Please see Appendix 3 attached separately.

Appendix 4 Learning Area 1 - Coaching & Mentoring - Mind Map

Please see Appendix 4 attached separately.

Appendix 5 Learning Area 2 - Education & Training - Mind Map

Please see Appendix 5 attached separately.

Appendix 6 Learning Area 3 - Leadership & Management - Mind Map

Please see Appendix 6 attached separately.

Appendix 7 Summary of LA Titles and LO's

Please see Appendix 7 attached separately.

Appendix 8 CPD Record - 2021-2023

Please see Appendix 8 attached separately.

Appendix 9 CPD Log - 2023-24

Please see Appendix 9 attached separately.

Appendix 10 Professional Witness Testimonies

Mark Snell – Learning and Skills Lead - School of Professional Industries - Lincoln College

9/10/24, 6:02 PM

Mail - matthew.stewart@cvcollege.org

Re: Statement

Matthew Stewart <mattstewart5134@msn.com>

Tue 10/09/2024 17:21

To: Snell, Mark <msnell@lincolncollege.ac.uk>;

Hello Mark,

Thank you so much.

Kind regards,

Matt

On 10 Sep 2024, at 15:02, Snell, Mark <msnell@lincolncollege.ac.uk> wrote:

Hi Matt,

I hope you're well?

As requested, please find the below statement for your MA Degree Studies.

Matt is an invaluable asset within the Technical & Professional Department in the Construction College as a lecturer, industry professional and educational coach / mentor. He also bridges across other Trade and Craft areas within the Construction College where he supports and influences his fellow lecturers. I will be able to fully support Matt in his journey towards Advanced Teacher Status, I can provide administrative support with timetabling and advice and guidance regards quality. Matt has a suitable mentor at the College to provide support throughout the ATS programme and has members of staff that will benefit from his coaching and mentoring practice. There are many topics for an improvement project, the best being supporting Apprentices on their journey from Gateway to End Point Assessment. Matt will self-manage his time to enable him to make the time to develop the ATS portfolio of evidence required.

If I can help in any other way please let me know?

Kind regards,

Mark Snell
Curriculum Lead
Plumbing and Brickwork
Construction and Building Services
Lincoln College
Tel: +44 (0)1522 876349 Ext: 6349
Email msnell@lincolncollege.ac.uk

This footnote confirms that Microsoft Exchange Online Protection scanned this email message for the presence of unwanted code, vandals, and computer viruses.

Paul Gregory – Head of Learning Skills – Construction | Lincoln College Group | School of Professional Industries

Matt is currently a Lecturer in the Technical and Professional section of Construction at Lincoln College, and a Vocational Assessor for the Apprenticeship programme. He delivers on a range of units from level 3 Construction in the Built Environment up to HNC & HND and provides Apprentices with Vocational guidance. Since Matt has been employed by Lincoln College, he has been an integral part of the team and the major influence in the improvements made in a previously underperforming team. He has supported other more “experienced” teachers in his team with mentoring and coaching and has put in processes required to make the improvements to the learner experience in the area. Matt has a suitable senior manager / mentor at the College to provide support throughout the ATS programme and a quality improvement project to Application for undertaking Advanced Teacher Status (ATS) undertake would be supporting Apprentices on their journey from Gateway to End Point Assessment. Matt more than anyone in Construction is committed to his Continued Professional development and this is supported by me and Matt’s immediate line manager wherever possible.

Tom Le Sauvage - Programme Leader for Construction - The Guernsey Institute College

9/13/24, 10:01 AM

Supporting Letter - Matthew Stewart - Outlook

Supporting Letter

Tom Le Sauvage <TomL@gcfe.net>

Fri 13/09/2024 09:58

To: Matthew Stewart <MatthewS@gcfe.net>

I am writing this letter of support for Matthew Stewart who has applied for the Advanced Teacher Status (ATS) programme with the Society for Education and Training. As the Programme Leader for Construction at The Guernsey Institute, I have had the opportunity to work with Matt over the past year and have been consistently impressed by his dedication, motivation, and teaching abilities. In his role as Lecturer and Curriculum Lead for the Built Environment, he has shown himself to be an exceptionally talented and motivated individual who always goes above and beyond to ensure the success and growth of their students. Their teaching methods are innovative, engaging, and highly effective. Matt demonstrates great professionalism and commitment to his role as an educator. He consistently seeks out opportunities for professional development and is always willing to share his knowledge and expertise with colleagues, making a valuable contribution to the overall professional development of the teaching staff at our institution. I am confident that Matt will self-manage his time to enable him to make the time to develop his ATS portfolio of evidence required. The Professional Development Staff and I will have frequent catch ups with Matt on a monthly basis, to support him throughout his ATS journey. A suitable mentor will be appointed to provide advice, guidance and mentoring to assist Matt with the ATS programme and his studies. The Guernsey Institute College will identify and ensure that Matt will have a suitable member of staff to coach. I fully support Matt's application and look forward to seeing his progress on his quality improvement project.

Tom Le Sauvage

Head of Department of Construction & Built Environment

T: +44 (0) 1481 227500 | DDI: +44 (0) 1481 227040

Coutanchez Campus, La Route du Coutanchez, St. Peter Port, Guernsey, GY1 2TT

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Proudly part of



Chris N Torode - Director of Apprenticeships & 14-16 – The Guernsey Institute College

9/10/24, 8:01 PM

Mail - matthew.stewart@cvccollege.org

Re: MA Degree studies - testimony

Matthew Stewart <mattstewart5134@msn.com>

Tue 10/09/2024 17:22

to: Chris Torode <christ@gcfe.net>;

Hello Chris,

Thank you so much.

Kind regards,

Matt

On 10 Sep 2024, at 16:11, Chris Torode <christ@gcfe.net> wrote:

To whom it may concern,

I am happy to act as a witness for Matthew Stewart in support of his application for an MA Degree.

Matthew joined The Guernsey Institute – College of Further Education in October 2022 as a Lecturer and Curriculum Leader in Construction and the Built Environment. He currently teaches across Levels 2-4 and leads on a variety of programmes including BTEC Level 2 First Award in Construction and the Built Environment, BTEC Level 3 Diploma in Construction and the Built Environment to apprentices, CIOB Level 3 and Level 4 to both apprentices and adult fee paying students.

He has actively planned, and also leads on the new Pearson HNC provision which launched in September 23. Matt brings a wealth of skill and knowledge to the department and has received excellent feedback in Walks 2 Excellence (W2E) that have been conducted as part of the annual internal quality cycle at the College. He has integrated well with the team and provides a balanced viewpoint in team meetings, as well as being supportive in mentoring his colleagues. He is proactive in relation to his professional development, and new curriculum development working closely with industry partners, students and colleagues alike. Matt has an impressive range of skills that he brings to the organisation. Matthew is in the process of completing his Advanced Teacher Status (ATS) formation, and also serves on the Advanced Practitioner (AP) team to support and develop other staff.

I have no hesitation in supporting his application for this programme.

Chris Torode

Chris Torode

Director of Apprenticeships & 14-16

T: +44 (0) 1481 227500 | DDI: +44 (0) 1481 227077

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1/2